



Cambodian for Missionaries



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How Do I Use This Book?

What is This Book?

Preach My Gospel teaches that you should focus your language study “on improving your ability to communicate and teach during scheduled activities” (129). This book is designed to provide you with resources to help you create your own effective language study plan. The grammar principles are organized according to the purpose for communicating gospel topics and missionary tasks to help you choose tasks to learn as you create your own language study plan. Use this book to identify which grammar principles you need to understand to help you address the needs of your investigators and invite them to come to Christ.

This book is not simply to teach you grammar, but more importantly to help you prepare to teach the gospel of Jesus Christ with greater power and clarity in your mission language (*Preach My Gospel*, 127).

Features of This Book

- **Grammar-Task Index.** Easy access to specific grammar principles that can help as you teach and prepare to teach each lesson from *Preach My Gospel* and complete various missionary tasks.
- **Tabs.** Black tabs on the sides of the pages will help you find principles of communication quickly (e.g., possession, describing, expressing, time/location, etc.).
- **Explanations.** Explanations are made up of sentence equations, tables, and examples that will help you understand grammar principles.
- **Activities.** Activities are broken up into three study situations: Personal, Companion, and Group. Each study situation has activities listed in four activity types: Speaking, Listening, Reading, and Writing.
- **Activity icons.** Each activity type is listed under an icon so you can easily see how you can use the activity in your language study.



Speaking activities encourage you to practice using grammar in conversations and role plays that can be completed on your own, with your companion, or with a native. They will help you:

- Practice pronunciation
- Become more comfortable with the language
- Incorporate language practice into your everyday interactions with natives



Listening activities encourage you to listen to how natives use grammar principles. They will help you:

- Incorporate your language practice into lessons
- Mimic natives' use of grammar principles, pronunciation, and sentence structure



Reading activities invite you to find how the grammar principles are used in scriptures, *Preach My Gospel*, general conference talks, and other Church materials. They will help you:

- Visualize sentence structures
- Take note of how grammar principles are used



Writing activities give scenarios for you to practice grammar principles by describing how you would respond to situations or how you would explain a gospel principle. They will help you:

- Solidify spelling and sentence structures
- Form sentences that you can use in lessons

- **Scenario Practice.** These are sample situations and conversations that you may experience as a missionary. Practicing these situations prepares you to respond to members and investigators' questions or handle challenging situations.
- **Answer key.** Answers to most activities can be found in the back of the book listed by section.
- **Grammar Glossary.** Occasionally you may find a few English grammar terms that you don't recognize or understand. The grammar glossary is designed to be a quick reference to common grammar terms.

Remember

"As your ability to speak the language grows, people will listen more to what you say than to how you say it. . . . You will be better able to respond to the needs of investigators and the promptings of the Spirit" (*Preach My Gospel*, 128). You can receive the gift of tongues as you do all that you can to learn the language, trust in the Spirit to guide you, and have faith that you can be given the gift of tongues (*Preach My Gospel*, 133).

Ask Yourself This as You Study

- What am I learning about the structure of my mission language? What can the grammar teach me about the people and their culture?
- How can this grammar principle help me to invite others to come unto Christ and receive the restored gospel?
- How do I invite the Spirit to help me learn grammar?
- Am I using my language study time in a way that will help me to improve my ability to communicate with the people?

Feedback

We want to know what you think! What works and what needs to be improved in this book? Send a quick message with suggestions or questions to formissionaries@mtc.byu.edu. Include your mission language in the subject line.

Grammar-Task Index

The following list gives examples of grammar principles that may be most helpful in teaching certain principles and performing certain tasks. This list is only a general guide and is not exhaustive. It is very likely that you will need to learn additional grammar to perform these tasks effectively, and it is also possible that you will not need to extensively use some of the principles listed here to perform the tasks they are listed with.

Your investigators' needs, not this list, should govern your language study. Carefully determine what you should teach to fulfill your investigators' needs, and then determine the grammar you study to help meet those needs. In addition, you should remember that learning to perform these tasks and teach these principles is not an end unto itself but a means to fulfill your purpose as a missionary.

Most principles and tasks have both "basic" and "additional" grammar principles. Missionaries just starting out may want to focus on the basic principles before learning the additional ones.

Principle/Task	Basic	Additional
Lesson 1		
God Is Our Loving Heavenly Father	The "to be" verb; Asking Who and What; Pronouns and Kinship Terms; Possession and Association	Comparisons; Basic and Honorific Word forms
The Gospel Blesses Families	Plural Nouns; Kinship Terms; Conjunctions; Adjectives	Methods and Asking How; Direction of Action; Need/ Should/ Want
Heavenly Father Reveals His Gospel in Every Dispensation	Indicating Past Present and Future; Time Sequence; The "to be" verb; Pronouns; Possession and Association	The "to be" verb, as a...; Prepositions; Comparisons; When; Frequency
The Savior's Earthly Ministry and Atonement	Basic and Honorific Word forms; For; Time Sequence; Asking Who and What;	Possession and Association; Conjunctions; Adjectives; Methods and Asking How;
The Great Apostasy	Preference and Indifference; Time Sequence; Pronouns	Creating Nouns; Conjunctions; Adjectives; Intensifiers; Comparisons; Direction of Action
The Restoration of the Gospel of Jesus Christ through Joseph Smith	Pronouns and Kinship Terms; Possession and Association; Prepositions; Conjunctions; Verbs; Time	Methods and Asking How; Direction of Action; Time Sequence; Classifiers; Frequency; Inclusive and Exclusive Terms
The Book of Mormon: Another Testament of Jesus Christ	Asking about Reason; Frequency; The "to be" verb	In + Language; Possession and Association; Need/ Should/ Want; Ability
Pray to Know the Truth through the Holy Ghost	Asking Who and What; Conjunctions; Methods and Asking How; Basic and Honorific Word forms; For; Time Sequence; Transitions; Frequency	Prepositions; Adjectives; Verbs; Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusive and Exclusive Terms
Lesson 2		
Pre-Earth Life: God's Purpose and Plan for Us	Plural Nouns; Prepositions; Conjunctions; Comparisons; Need/ Should/ Want	Indicating Past Present and Future
The Creation	Prepositions; Methods and Asking How	Basic and Honorific Words; For; Verbs
Agency and the Fall of Adam and Eve	Asking Who and What; Pronouns and Kinship Terms; Conjunctions; Direction of Action; Need/ Should/ Want; Ability	Conditional and Dependent Clauses; Time Sequence; Inclusive and Exclusive Terms
Our Life on Earth	Need/ Should/ Want; Ability; For; When; Indicating Past Present and Future; Transitions; Asking about Reason; Comparisons	The "to be" verb; Possession and Association; Prepositions; Conditional and Dependent Clauses; Inclusive and Exclusive
The Atonement of Jesus Christ	Asking Who and What; Possession and Association; Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Asking about Reason; Inclusive and Exclusive Terms	Direction of Action; Need/ Should/ Want; Ability; For; Indicating Past Present and Future; Conditional and Dependent Clauses; Frequency

The Spirit World	Conjunctions; Adjectives; Passive Voice; Preference and Indifference	Transitions; Inclusive and Exclusive Terms
The Resurrection, Judgment, and Immortality	Ability; For; When; Indicating Past Present and Future; Inclusive and Exclusive Terms	Prepositions; Conjunctions; Intensifiers; Methods and Asking How; Passive Voice
Kingdoms of Glory	Need/ Should/ Want; Ability; Preference and Indifference; Inclusive and Exclusive Terms	Prepositions; Conjunctions; Adjectives; Intensifiers; Comparisons; Quantity
Lesson 3		
Through Christ We Can Be Cleansed from Sin	Methods and Asking How; Comparisons; Verbs	Ability; Transitions; Pronouns; Conjunctions
Faith in Jesus Christ	The “to be” verb; Asking Who and What; Prepositions	Verbs; Need/ Should/ Want; Frequency
Repentance	Methods and Ability; Asking about Reason; Conditional and Dependent Clauses; Inclusive and Exclusive Terms	Asking How; Time Sequence; Comparisons; Verbs; The “to be” verb; Conjunctions; Intensifiers;
Baptism, Our First Covenant	The “to be” verb; Possession and Association; Prepositions;	Verbs; Need/ Should/ Want; Quantity; Inclusive and Exclusive Terms
The Gift of the Holy Ghost	The “to be” verb; Pronouns; Adjectives; Intensifiers; Comparisons	Conditional and Dependent Clauses; Frequency; Inclusive and Exclusive Terms
Endure to the End	Prepositions; Conjunctions; Intensifiers; Verbs; Need/ Should/ Want; Ability; When	Indicating Past Present and Future; Transitions; Conditional and Dependent Clauses
Lesson 4		
Obedience	Conjunctions; Comparisons; Verbs; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Asking about Reason; Conditional and Dependent Clauses; Frequency
Pray Often	Intensifiers; Comparisons; Verbs; Direction of Action; Basic and Honorific Word forms	Preference and Indifference; Time Sequence; Frequency; Time
Study the Scriptures	Possession and Association; Intensifiers; Comparisons	Ability; Time Sequence; Frequency
Keep the Sabbath Day Holy	Prepositions; Adjectives; Comparisons; Need/ Should/ Want; When	Conditional and Dependent Clauses; Frequency; Time
Baptism and Confirmation	The “to be” verb; Intensifiers	Methods and Asking How; When
Follow the Prophet	Asking Who and What; Pronouns; Comparisons; Verbs	For; Conditional and Dependent Clauses; Inclusive and Exclusive Terms
Keep the Ten Commandments	Asking Who and What; Comparisons; Need/ Should/ Want; Basic and Honorific Word forms	Asking about Reason; Conditional and Dependent Clauses; Classifiers
Live the Law of Chastity	Possession and Association; Intensifiers; Need/ Should/ Want; Ability	Transitions; Conditional and Dependent Clauses; Time
Obey the Word of Wisdom	Possession and Association; Intensifiers; Need/ Should/ Want	Ability; Transitions; Conditional and Dependent Clauses; Classifiers; Time
Keep the Law of Tithing	Comparisons; Verbs; Ability; Transitions; Conditional and Dependent Clauses; Quantity	Classifiers; How much and How many; Math Terms; Frequency; Inclusive and Exclusive Terms
Observe the Law of the Fast	Intensifiers; Comparisons; Verbs; Need/ Should/ Want	For; When; Conditional and Dependent Clauses; Frequency
How to Donate Tithes and Offerings	Pronouns; Verbs; Methods and Asking How; Direction of Action	Ability; Quantity; How much and How many; Math Terms
Obey and Honor the Law	Conjunctions; Intensifiers; Verbs; Conditional and Dependent Clauses;	Inclusive and Exclusive Terms

Lesson 5

Priesthood and Auxiliaries	Asking Who and What; Pronouns; Basic and Honorific Word forms	Ability; Inclusive and Exclusive Terms
Missionary Work	The “to be” verb, as a...; Adjectives; Comparisons; Verbs; Methods and Asking How	Basic and Honorific Word forms; Ability; For; Inclusive and Exclusive Terms; Time
Eternal Marriage	The “to be” verb, as a...; Pronouns and Kinship Terms; Adjectives; Direction of Action	For; When; Indicating Past Present and Future; Conditional and Dependent Clauses
Temples and Family History	Plural Nouns; Pronouns; Comparisons; Methods and Asking How; Basic and Honorific Word forms	Ability; For; Indicating Past Present and Future; Quantity; Inclusive and Exclusive Terms
Service	The “to be” verb; Adjectives; Verbs; Methods and Asking How; Direction of Action;	Need/ Should/ Want; Ability; For; Asking about Reason
Teaching and Learning in the Church	Prepositions; Conjunctions; Comparisons; Passive Voice	Basic and Honorific Word forms; Ability; For; Conditional and Dependent Clauses
Endure to the End	Prepositions; Conjunctions; Verbs; Methods and Asking How	When; Indicating Past Present and Future; Transitions
Missionary Tasks		
Ask Questions	Close Ended Questions; Pronouns and Kinship Terms; Methods and Asking How; Basic and Honorific Word forms; Asking Where	Preference and Indifference; Asking about Reason; Conditional and Dependent Clauses; Quantity; How much and How many; Time
Conduct a Meeting	Plural Nouns; Pronouns and Kinship Terms; Basic and Honorific Word forms; When	Transitions; Frequency; Inclusive and Exclusive Terms; Time
Explain Priesthood Ordinances	Prepositions; Adjectives; Verbs; Methods and Asking How	Basic and Honorific Word forms; Time Sequence
Extend Commitment Invitations	Close Ended Questions; Verbs; Need/ Should/ Want; Ability; Preference and Indifference; When	Indicating Past Present and Future; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time
Follow Up on Commitments	Close Ended Questions; Verbs; Methods and Asking How; Ability; When	Indicating Past Present and Future; Asking about Reason; Frequency; Time
Get to Know Someone	Asking Who and What; Adjectives; Basic and Honorific Word forms	For; How much and How many; Inclusive and Exclusive Terms
Give Directions	Prepositions; Adjectives; Methods and Asking How	Direction of Action; Transitions; Location/ Direction; Asking Where
Help People Resolve Their Concerns	Conjunctions; Adjectives; Intensifiers; Comparisons; Methods and Asking How; For	Need/ Should/ Want; Ability; Time Sequence; Asking about Reason; Conditional and Dependent Clauses
Make a Telephone Call	Asking Who and What; Pronouns and Kinship Terms;	Direction of Action; Basic and Honorific Word forms; Quantity; Time
Make Appointments	Pronouns and Kinship Terms; Basic and Honorific Word forms	Ability; For; When; Time Sequence; Quantity; Frequency; Location/Direction; Time
Make Purchases	Pronouns and Kinship Terms; Adjectives; Comparisons; Verbs; Need/ Should/ Want; Basic and Honorific Word forms; For	Preference and Indifference; Conditional and Dependent Clauses; Quantity; Classifiers; How much and How many; Math
Meet Someone	Close Ended Questions; Pronouns and Kinship Terms	Basic and Honorific Word forms; When; Inclusive and Exclusive Terms; Time
Obtain Referrals	Close Ended Questions; Pronouns and Kinship Terms	Ability; Asking about Reason; Location/ Direction
Offer a Prayer	Plural Nouns; Pronouns and Kinship Terms; Possession and Association; Verbs	Methods and Asking How; Direction of Action; Basic and Honorific Word forms
Perform Priesthood Ordinances	Prepositions; Intensifiers; Methods and Asking How; Direction of Action	Basic and Honorific Word forms; Ability; Asking about Reason

Plan Daily and Weekly Activities	Asking Who and What; Methods and Asking How; Need/ Should/ Want; Ability; For	Preference and Indifference; When; Indicating Past Present and Future; Time Sequence; Frequency; Time
Share an Experience	Pronouns; Possession and Association; Adjectives; Intensifiers; Comparisons; Verbs	When; Indicating Past Present and Future; Time Sequence; Transitions; Time
Talk with Everyone	Asking Who and What; Pronouns and Kinship Terms	Basic and Honorific Word forms; Inclusive and Exclusive Terms
Teach Others How to Pray	Plural Nouns; Adjectives; Intensifiers; Verbs; Methods and Asking How; Frequency; Time	Direction of Action; Basic and Honorific Word forms; Ability; For; Asking about Reason
Testify	The "to be" verb; Possession and Association; Intensifiers; Direction of Action; Need/ Should/ Want; Ability;	Time Sequence; Transitions; Asking about Reason; Conditional and Dependent Clauses; Frequency; Time
Use the Scriptures	Alphabet and Pronunciation Guide; Learning How to Read Cambodian; Comparisons; Conditional and Dependent Clauses	Methods and Asking How; Passive Voice; Basic and Honorific Word forms; Ability; Transitions; Classifiers; Frequency; Time

Alphabet and Pronunciation

Explanation

The Cambodian alphabet, sometimes referred to as the Cambodian script or អក្សរខ្មែរ, is the longest phonetic alphabet in the world. It consists of the following letters, markings, and symbols:

- 33 consonant letters
- 32 corresponding sub-consonant letters
- 25 vowel letters, most representing two different sounds
- 14 independent vowel letters
- 8 diacritic marks that alter pronunciation
- 10 punctuation markings
- 9 number symbols

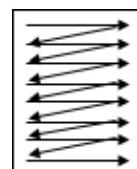
Start by learning the consonants, sub-consonants, and vowels, as they are the main building blocks of the language. Once you have mastered those, move on to the the remaining letters, markings, and symbols. To effectively read and write in Cambodian, each of these letters and their uses must be memorized.

Consonants

1. Consonants are the main building blocks of the Cambodian script. Along with its consonant sound, each consonant letter also makes a default vowel sound. There are two default (natural) vowel sounds in Cambodian. They are “awe” (អ) and “oh” (ឃ). Below is a table of the 33 consonants.

The Cambodian consonants are grouped in six rows of five letters and one final row of three letters. Unlike the Latin alphabet, which doesn't have any particular reason for its alphabetical order, the grouping of the Cambodian alphabet is not random. All the letters in a particular row are made in a similar place in the mouth or throat. This is especially true for the first five rows.

The 33 Consonants	
Consonants	Approximate Sound
ក	as in <u>God</u> , <u>gall</u>
ខ	as in <u>calm</u> , <u>comic</u>
គ	as in <u>gold</u> , <u>goal</u>
ម	as in <u>coat</u> , <u>comb</u>
យ	as in <u>song</u> + o



Cambodian is written from left to right and top to bottom list like English

The first five consonant sounds are formed in the back of your throat.

1 Alphabet and Pronunciation

ඇ	as in <u>jaw</u> , <u>John</u>
ඉ	as in <u>chomp</u>
ං	as in <u>Joe</u> , <u>joke</u>
඄	as in <u>chosen</u> , <u>choke</u>
ඊ	as in <u>onion</u> , <u>niño</u>
උ	similar to * <u>dawn</u> , <u>dog</u>
ඌ	as in <u>tom</u> , <u>toss</u>
ඍ	similar to * <u>don't</u> , <u>donut</u>
ඏ	as in <u>tone</u> , <u>token</u>
ඐ	as in <u>gnaw</u> , <u>novice</u>
ඒ	as in <u>dark</u> , <u>dart</u>
ඓ	as in <u>tom</u> , <u>toss</u>
ඔ	as in <u>doe</u> , <u>dome</u>
ඖ	as in <u>tone</u> , <u>token</u>
඙	as in <u>know</u> , <u>note</u>
ඇ	similar to * <u>bawl</u> , <u>bond</u>
ඉ	as in <u>paw</u> , <u>pawn</u>
ඊ	as in <u>spoke</u> (very tight rounded lips)
ඈ	as in <u>poke</u> , <u>pony</u>
ඊ	as in <u>mow</u> , <u>mote</u>
උ	as in <u>yoke</u>
ඌ	as in <u>rope</u> (slight roll)
ඏ	as in <u>low</u> , <u>load</u>
ඍ	as in <u>vote</u> , <u>(v+w)</u>
ඐ	as in <u>saw</u> , <u>somber</u>

These five consonant sounds are formed with the back of your tongue against the roof of the back of your mouth.

These five consonant sounds are formed by placing your tongue on the roof of your mouth, but still away from and behind your teeth. There is a backwards direction to these consonants.

These five consonant sounds are formed by placing your tongue on the roof of your mouth where it meets your teeth. Your tongue is resting against your teeth. There is a forward feeling to these consonants.

These five consonant sounds are formed by closing your lips in a tight rounded circle.

These five consonant sounds are formed by slightly rounding your lips without closing them.

	as in <u>hawk</u> , <u>haunt</u>	
	as in <u>lot</u> , <u>long</u>	
	as in <u>awe</u> , <u>law</u>	

The last three consonant sounds are formed with open lips and an open mouth.

Consonants with an asterisk () indicate that the approximate sounds are not exact. These consonants make a retroflex sound. Listen carefully to how natives say these sounds and imitate them. English does not use retroflexed consonants so these may be entirely new sounds to you.

Sub-Consonants

- Sub-consonants are called ເນື້ອ້ານ, meaning “legs,” because sub-consonants typically appear as “legs” below consonant letters.

The 32 Sub-Consonants	
Sub -Consonants	Approximate Sound
	as in <u>God</u> , <u>gall</u>
	as in <u>calm</u> , <u>comic</u>
	as in <u>gold</u> , <u>goal</u>
	as in <u>coat</u> , <u>comb</u>
	as in <u>song</u> + o
	as in <u>jaw</u> , <u>john</u>
	as in <u>chomp</u>
	as in <u>joe</u> , <u>joseph</u>
	as in <u>chosen</u> , <u>choke</u>
	as in <u>onion</u> , <u>niño</u>

1 Alphabet and Pronunciation

ə	similar to * <u>dawn</u> , <u>dog</u>
ɔ	as in <u>tom</u> , <u>toss</u>
ʌ	similar to * <u>don't</u> , <u>donut</u>
ʊ	as in <u>tone</u> , <u>token</u>
ɒ	as in <u>gnaw</u> , <u>novice</u>
ə	as in <u>dark</u> , <u>dart</u>
ɔ	as in <u>tom</u> , <u>toss</u>
ø	as in <u>doe</u> , <u>dome</u>
ø	as in <u>tone</u> , <u>token</u>
ø	as in <u>know</u> , <u>note</u>
ɔ̄	similar to * <u>bawl</u> , <u>bond</u>
ɔ̄	as in <u>paw</u> , <u>pawn</u>
ø̄	as in <u>spoke</u> (very tight rounded lips)
ø̄	as in <u>poke</u> , <u>pony</u>
ø̄	as in <u>mow</u> , <u>mote</u>

ঝ	as in <u>yoke</u>
ঞ	as in <u>rope</u> (slight roll)
ঙ	as in <u>low</u> , <u>load</u>
ঢ	as in <u>vote</u> , (v+w)
ছ	as in <u>saw</u> , <u>somber</u>
ঝ	as in <u>hawk</u> , <u>haunt</u>
ণ	as in <u>awe</u> , <u>law</u>

Sub-consonants with an asterisk () indicate that the approximate sounds are not exact. These sounds are retroflex consonants. Listen carefully to natives say these sounds and do all you can to imitate them. English does not use retroflexed consonants so this may be an entirely new sound to you.

Notice how a sub-consonant typically looks like a consonant that has been pushed down or to the side to make room for another consonant. Noticing the similarities between the sub-consonant and the consonant letters will help you quickly learn the sub-consonants.

ঝ vs. ঝঁ (ঝ পেঁচ উ)

- There is no sub-consonant for the consonant letter ঝ. You may be tempted to see this letter as a consonant ঝ with a sub consonant ঁ. These are not identical. Fortunately, it is rare to see the consonant ঝ attached to a sub-consonant ঁ. Therefore, when you see this letter it is safe to assume it is the consonant letter ঝ.

Vowels

1d Vowels are always attached to a consonant. Vowels are typically assigned two sounds. The sound they make will depend on what consonant they are attached to. You will study this more in the next section. In the chart below you can see all of the vowels attached to the consonant န in the far left column and the two sounds each vowel makes in the next two columns. Sometimes regardless of what it is attached to, a vowel will make the same sound.

The 25 Vowels		
Vowel	Approximate Sound when attached to နပါး	Approximate sound when attached to ယါး
အ	apple	Korea
ဧ	day (luck)	feet (luck)
ဧ	hey	feet
ဧ	but	but
ဧ	As in boot but without rounded lips, instead with your lips drawn tight, jaw mostly closed.	As in boot but without rounded lips, instead with your lips drawn tight, jaw mostly closed.
ဗ	go	do
ဗ	flow	blue
ဗ	dual	dual
ဧ	combine အ+ဧ	look
ဧ	combine ဧ+ဧ	combine ဧ+ဧ
ဧ	Korea	Korea
ဧ	pay	pay
ဧ	fly	men
ဧ	similar to rye (ends sharply with a mostly closed jaw.)	similar to play (ends sharply with a mostly closed jaw)
ဧ	cloud	flow

អោ	combine អា+ឃី with a sharp mostly closed jaw ending	combine (ឃី+ឃី) like "no" with a British accent
អំ	h <u>ome</u>	f <u>ume</u>
អំ	m <u>om</u>	h <u>ome</u>
អាំ	h <u>am</u>	no+u mbrella
អែំ	combine អា+h	combine អី+អា+h
អុំ	combine អុ + h	combine ីី + h
អែះ	combine ែ + h	combine ែ + h
អោះ	combine អ + h	combine ុ + h
អេះ	combine អា (very short)	combine អី+អា (very short)
អាំង	combine អា+ង	combine អី+អា+ង

Notice how vowels can appear around any part of a consonant. Make it a habit to look all around a consonant for vowels as you read. Also you will notice that some vowels (for example ឃី ីី ីី ីី ីី) appear in more than one place around the consonant. Be sure that you have identified all of the pieces of the vowel stacked onto a consonant. Consonants will never have more than one vowel, so if it looks like there are two vowels attached to one consonant, each of those pieces likely make up a single vowel.

Modified Vowels

- 1e As you learn the vowels and their sounds you will begin to see patterns of speech for similarly shaped vowels. For instance, any vowel that uses the symbol : indicates that the vowel sound ends in an aspirated "h." In rare circumstances hybrid vowels are created by combining the symbols of two or more vowels.

Example: អាំង - this vowel uses ា, ំ, and the consonant ង in combination to create the vowel sounds *ang/eang*. This combination is used so often that it is often included as its own vowel.

Here are some common words using this vowel: តាំង ទាំង កញ្ចាំង

Example: ព្រឹះ - in this word the vowels ី, ះ, and : are used together to make an "uh" sound. This vowel is rarely used and isn't traditionally taught as a canonized script letter.

Unique Vowel Diphthongs

- 1f Pay close attention to the different vowel sounds in Cambodian. When you first hear them, you may feel that many of these vowels sound the same. While this is normal, remember that to a native Cambodian each of these vowel sounds are distinct. Below are some of the most commonly confused vowels for native English speakers learning Cambodian.

Example: ឃី អោ អោ

Example: អុ អុ អោ

Example: នោ ណី នោ

Independent Vowels ស្រប៖ពេញតុ

Independent vowels do not attach to a consonant, but instead can be written as a stand-alone letter. These are not new sounds, just new letters that can be used in a different way. Be sure to focus first on learning the regular vowel characters. Once you do, learning the independent vowels will come naturally. As a result, independent vowels can often be used in words or syllables that start with a vowel sound. Below are the 14 independent vowel letters.

The 14 Independent Vowel Letters	
Letter	Sound
ឃី	ី
ឃុំ	ួ
ឃុំ	ួ/ូ
ឃុំ/ឃុំ	ួ/ូ
ឃុំ	ួរ៉ា
ឃុំ	ួ
ឃុំ/ឃុំ	ួ(យ)

Notice that independent vowels repeat sounds already made by regular vowel letters. The difference is that these vowels can be written on their own.

Diacritic Markings

1. Diacritics are used to alter the sounds that different vowel/consonant combinations make. Each diacritic mark has its own rules governing its use. The rules of use will be discussed in the next section when you learn to read. For now, here is a list of all of the Cambodian diacritic marks and their names.

The 8 Diacritic Marks	
Diacritic Mark	Name
'	បន្ទក់(មួយ)
"	បន្ទក់(ពីរ)/មួយកទន្ល/ស្មាបពីរ/ធ្វើកណ្តារ
~	ត្រីសំណូន
ˇ	ទណ្ឌយាត
ˇ	វច្ចាគ
˘	សំយោគសញ្ញា
˙	លេខប្រាំបី /អស្តា
+	កាកបាន

Punctuation

2. These are the punctuation symbols used in Cambodian script.

The 10 Punctuation Marks		
Symbol	Name	Function
។	ខណ្ឌ/ល្អេះ	a period
៖	បិយោសាន/ល្អេះចប់	a period to end a paragraph
៖	គោម្រត់	a period for end of book, "the end"
។លេ។	លេ:	etc.
៖	ចំណុចពីរគុស	a semicolon
៥	ស្សន	repeat previous word/phrase
<>	សញ្ញាសម្រេង	quotation marks
៛	សញ្ញារៀល	currency symbol (like \$)
?	សញ្ញាស្សរ	question mark
!	សញ្ញាទាន	exclamation point

Numerals

1k These are the numbers of the Cambodian script from 0-9.

០	១	២	៣	៤	៥	៦	៧	៨	៩
0	1	2	3	4	5	6	7	8	9

Handwriting and Calligraphy (Cursive)

1j Materials published by the Church will use the letters written the way they have been introduced in this section. Cambodian has different fonts, like all languages. Below are tables of the Cambodian written letters as you might see them in titles, billboards, or your name tag (អក្សរផ្លាក់), and also as you might see them in handwriting (អក្សរដៃ).

អក្សរផ្លាក់

Consonants

ក	ខ	ត	ម	ន
ច	ឆ	ប	ធម៌	ញ្ជា
ជ	ថ	ឌ	ធម៌	ធម៌
ត	ច	ទ	ធម៌	ធម៌
ប	ប	ប	ធម៌	ធម៌
ម	ធម៌	ធម៌	ធម៌	ធម៌
ន	ធម៌	ធម៌	ធម៌	ធម៌
ម	ធម៌	ធម៌	ធម៌	ធម៌

អក្សរដៃ

Consonants

ក	ខ	ត	ម	ន
ច	ឆ	ប	ធម៌	ញ្ជា
ជ	ថ	ឌ	ធម៌	ធម៌
ប	ប	ប	ធម៌	ធម៌
ម	ធម៌	ធម៌	ធម៌	ធម៌
ន	ធម៌	ធម៌	ធម៌	ធម៌
ម	ធម៌	ធម៌	ធម៌	ធម៌

Sub-consonants

ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ

Sub-consonants

ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ
ុ	ុ	ុ	ុ	ុ

Vowels

អុំ	ឃុំ	ីុំ	ួុំ	ើុំ
ុំ	ឃុំ	ីុំ	ួុំ	ើុំ
ឃុំ	ីុំ	ួុំ	ើុំ	ុំ
ឃុំ	ីុំ	ួុំ	ើុំ	ុំ
ឃុំ	ីុំ	ួុំ	ើុំ	ុំ

Vowels

ុំ	ីុំ	ួុំ	ើុំ	ុំ
ុំ	ីុំ	ួុំ	ើុំ	ីុំ
ីុំ	ួុំ	ើុំ	ុំ	ីុំ
ីុំ	ួុំ	ើុំ	ុំ	ីុំ
ួុំ	ើុំ	ុំ	ីុំ	ួុំ

Ind. Vowels

ុំ	ីុំ	ួុំ	ើុំ
ុំ	ីុំ	ួុំ	ើុំ
ីុំ	ួុំ	ើុំ	ុំ
ីុំ	ួុំ	ើុំ	ុំ
ួុំ	ើុំ	ុំ	ីុំ

Ind. Vowels

ុំ	ីុំ	ួុំ	ើុំ
ុំ	ីុំ	ួុំ	ើុំ
ីុំ	ួុំ	ើុំ	ុំ
ីុំ	ួុំ	ើុំ	ុំ
ួុំ	ើុំ	ុំ	ីុំ

Diacritic Marks

,	"	~	‘	’	◦	◦	+
---	---	---	---	---	---	---	---

Diacritic Marks

‘	’	~	◦	◦	◦	◦	+
---	---	---	---	---	---	---	---

Activities

Personal

Writing

- A. 1a. Copy the consonants from the consonant chart and say each out loud as you write it. Try again without the chart. If you can't remember all of them, write down the ones that you know off the top of your head. Then refer back to the consonant chart to see which ones you missed. Copy each letter you forgot three times, and repeat the sound out loud. Repeat this activity until you can write and sound out all 33 consonants from memory. If memorizing them all at once is overwhelming, focus on five and learn those, then move on to the next five.
- B. 1a. Write out the alphabet using one color pen to write consonants that have an inherent "aw" sound (អេយាស៊ែ) and another color to write consonants that have an inherent "oo" sound (ឃយាស៊ែ). Write the consonants in order from ន to ង. Notice and memorize which are អេយាស៊ែ and which are ឃយាស៊ែ.
- C. 1d. Copy the vowels from the vowel chart and say both sounds aloud as you write. Try it again without consulting the vowel chart. If you can't remember all of them, write down the ones that you know off the top of your head. Then refer back to the vowel chart to see which ones you missed. Copy each vowel you forgot three times, and say its two sounds out loud.
- D. 1b. Write down all of the consonants from memory then refer to the consonant chart and copy down all of the corresponding sub-consonants underneath. As you write each sub-consonant down say it out loud. Try to do it again without consulting the consonant chart. Write as many as you can remember. Continue to sound the letters out as you write. If you can't remember all of them, then refer back to the consonant chart to see which ones you missed. Copy each sub-consonant you forgot three times, and repeat the sound out loud. Repeat this activity until you can write and sound out all thirty-two sub-consonants from memory. Take special note of sub-consonants that don't look like their corresponding consonant. Highlight them and spend some additional time memorizing just those ones.
- E. 1k. Copy these verses from your Cambodian Book of Mormon. Use the អក្សរខ្មែក/អក្សរមូល font as you copy them down. Copying these verses in អក្សរខ្មែក will help you to quickly learn how to read this font, which is widely used in signs and advertisements. Check your work with the answer key.
 1. 2 Nephi 2:25
 2. 2 Nephi 31:11
 3. Moroni 10:5

Speaking

- F. 1a. Practice saying all the consonants out loud as you read them off the consonant chart. Write down where in the mouth or throat you think each row is generally pronounced. Check your answers in the explanation section of this chapter.
- G. 1a,b,d. Record yourself pronouncing the entire alphabet. Listen to yourself and then listen to a native pronounce the alphabet. Compare the two sounds. You could also have a native listen to your recording and critique it. Practice pronouncing the alphabet using the feedback he or she gives you.



Listening

- H. 1a,b,d,g. Have three different native speakers read you the alphabet, letter by letter. Repeat each sound after they say it. Write down letters that they say differently from how you say it or the way you thought that it was pronounced. Ask them to repeat those letters for you until you can grasp their pronunciation. Take note of how people from different provinces pronounce the alphabet in different ways.

Companion



Reading

- I. 1a. Open to the same place in the scriptures as your companion. Take turns reading just the consonants in order in a verse that you choose. Switch off every consonant. Time yourselves and see how long it takes to read one line. Try to improve every time with your speed and accuracy.



Listening

- J. 1a,b,d. Stand at a whiteboard. Have your companion read a random consonant, sub-consonant, or vowel to you. For example, your companion might say one of the following: "the letter ຂ," "the sub-consonant for ຂ," or "the vowel ဉ." You would then write down whatever letter your companion has read to you. Do this until you have successfully written down 10 letters, then switch. Do this with every new companion you have.



Speaking

- K. 1a,b,d. Pronounce every letter in the alphabet to your companion. Have him or her give you feedback on your pronunciation. Record your companion's advice in a wordbook or journal.



Writing

- L. 1a,k. Put a sheet of paper down between you and your companion. Write down a random letter from the alphabet. Then your companion must write next to it the same letter but in អក្សរខ្ល័យ. Switch after every letter. Check your work with the consonant charts in the beginning of this book.

Learning How to Read Cambodian

Explanation

Cambodian is a phonetic language. This means that you can typically sound-out a word as you read it. Cambodian reading and writing is best taught in person when someone can help you read the words correctly. Many of the rules and instructions below are meant as a supplement to classroom learning.

Cambodian is read from left to right across a page. Consonants, sub-consonants, and vowels are combined to spell words. As you begin to read, be diligent in carefully pronouncing each letter. Reading and writing are important because they will also help you to dramatically improve your speaking and listening skills. This in turn will allow you to communicate even more effectively with those you meet every day.

Combining Consonants and Sub-Consonants

- 2a Consonant letters come with both a consonant sound and an inherent vowel sound. When a sub-consonant is added to a consonant, the entire sound of the sub-consonant replaces the natural vowel sound of the consonant.

Examples:

ខ

Here is the consonant ខ and the sub-consonant េ. Putting them together creates a "K+j" consonant sound followed by the ឃ natural vowel sound. (Kjaw) This combination is used in the word perfect (ព័ត៌មាន់).

គ

Here we have the consonant គ and the sub-consonant ុ. Putting them together creates a "K+p" sound followed by the ឃ natural vowel sound (Kpo). This combination is used in the word tall (ខ្ពស់).

ល

Here we have the consonant ល and the sub-consonant ុ. Putting them together creates "L+ (pause) +ឃ." When ឃ is used as a sub-consonant there is a short stop places between the consonant and sub-consonant sound. This combination spells the word good (ល្អ).

Weak Consonants

- 2b There are some consonants that tend to follow the natural vowel sounds of other consonants that appear before them in a word. For example, if a word began with the consonant ន, and was then followed by the consonant ស, the ស would make the sound of ណា. The following consonants are all considered weak consonants: ន, ញ, ណ, ន, ម, យ, ឯ, ល, ី, and ហ. Note: the rule of weak consonants is generally ignored when spelling out names (especially foreign names).

Examples:

ដើម្បី

ដើម្បី: means *therefore*. This word starts with the consonant ដ and then ម and then the sub-consonant ី. Because ស is a weak consonant, it follows the lead of the consonant before it, which is ម. So now the sub-consonant ី will sound like ណា. With the added អ៊ែវ vowel it becomes ណាម៉ែវ instead of នេះ៖.

សិប្បរស

សិប្បរស means *charitable*. This word starts with a ស and then a ឬ and then the consonant ិ. Because the ិ is a weak consonant it follows the natural vowel sound of the strong consonant right before it, which is the sub-consonant ី. So the ិ changes in to a ី (as in raw).

ព្រះវិហារ

ព្រះវិហារ means *church*. There are four consonants in this word; ព, វ, ហ, and រ. Traditionally ហ + រ should make the sound ហុ (we will talk more about vowels in the next section). But because ហ is a weak consonant, it will follow the sound of the nearest preceding consonant, which in this case is វ. The consonant ហ will follow the lead of វ and change its natural vowel sound to អ, creating the consonant ហី. With the added ុ vowel it makes the sound ហុក.

Multiple Sub-Consonants (ូ)

2c You will read many stand-alone consonants. You will also read many consonants with an attached sub-consonant or vowel. This is the norm. Very rarely, there are consonants that have two sub-consonants attached to them. This essentially results in three consonant sounds being stacked next to each other within the word. When this happens the third consonant sound will always be a ូ .

Examples:

សំដ្ឋាន៖

សំដ្ឋាន៖ means *to save*. In this word the second consonant is a ន. The ន consonant has two sub-consonants, ង and ូ . Following the rule established above, these three consonant sounds will stack as follows: ន + ង + ូ (ng+k+r). Try listening to this word on TALL and see if you can hear the ន + ង + ូ combination. Remember, when sounding words like this out, the ូ sound will always come last.

ស្តី

ស្តី means *woman*. In this word we have the consonant ស with the two sub-consonants ង and ូ . They combine to make the s + t + r sound at the start of this word.

Matching Consonant and Sub-Consonant

2d Occasionally you will encounter words where a sub-consonant is attached to its own corresponding consonant. In this case the sub-consonant is silent, much like double consonant letters in English. (You will encounter this in many Pali words resulting in matching consonants that appear to modify the preceding vowel sound; see the sub section on “Inherent Vowels” for how to read Pali words).

Example: ចិត្ត means *heart*. In this word the second consonant is ត with a sub-consonant ង. This results in just the first ត actually being pronounced.

Adding on the Vowel

2e Vowel letters are typically associated with two sounds. Knowing which sound the vowel will make depends entirely on the consonant it is attached to. Remember អយោស៊ែ and ឃយោស៊ែ are the two types of consonants. អយោស៊ែ are consonants that have the អ natural vowel sound, and ឃយោស៊ែ are consonants that have the ឃី natural vowel sound.

Example: The vowel ា will make two sounds, "aa" (as in apple) or "ea" (as in Korea). Let's attach the vowel ា to the consonant ក. Here is កា; remember that ក naturally makes an អ sound. So now that the vowel ា is attached to the ក it will make the អា sound. All together កា sounds like g + a (as in gander).

Now let's attach the vowel ា to the consonant ត. Here is តា; in this combination, ត naturally makes the ឃី vowel sound. With the vowel ា, it now makes the sound ពេា.

Example: តាំង and ទាំង mean *to appoint* and *including*. The first word តាំង starts with the consonant ត. Recall that ត has an ឃី natural vowel sound. It is ឃយោស៊ែ and when we add the vowel ា to ត to create តាំង, then it modifies the ឃី sound to អាំង.

On the other hand in the next word ទាំង, the consonant ទ has the ឃី natural vowel sound. In this case with the vowel would modify the ឃី to become an អាំង (approx. = eang).

Example: ដី and នឹង mean *hand* and *of*. In ដី the consonant ដ naturally makes the អ sound. ី is ឃយោស៊ែ and this means when the vowel ី is added to ដ it will modify the អ natural vowel sound to its ឃយោស៊ែ sound of "ai" (like a sharp "eye"). All together it makes ដី.

In the second word នឹង, the consonant ន has the ឃី natural vowel sound. ន is ឃយោស៊ែ so when the ី vowel is attached to ន it will modify the ឃី sound to make its ឃយោស៊ែ vowel sound.

(See the vowel chart in the previous section to help you recall each vowel sound.)

Special Letter (បច្ចេ): ច្បាប់

2f There is a unique combination letter used when writing ប + ា. It is written as ច្បាប់. The reason this combination letter is used comes from the consonant ហ, which looks just like a ប + ា. To avoid confusion ប+ា is always written as ច្បាប់. When attached to the vowel ឬវិវិត it is written ច្បុរៈ.

Example: ច្បាប់ means *to cover*. ប+ា+វ+ិ+ជ

Example: ច្បាប់ទិ means *yes*. ប+ា+ទិ

Example: ច្បុរៈ means *to suck*. ប+ឬវិវិត

Independent Vowels

2g As mentioned in the last section, independent vowels can be used without attaching them to a consonant.

Example: ឥឡូវនេះ means *now*. Notice the independent vowel ឥ (អី) at the start of this word.

Example: ឬ, an independent vowel, means *or*. Pronounced ី.

Example: ឪពុក means *Father*. The independent vowel ឪ (អូ) starts this word.

Ending Consonants and Vowels

2h Words end with either a consonant, sub-consonant, or vowel. Each case has a unique effect on ending pronunciation as outlined below.

- Consonant: The natural vowel sound of that consonant is dropped. Unlike many western languages, the final consonant sound of a word in Cambodian is not actually spoken. Instead the word is ended by stopping the final vowel sound in your mouth with the shape of the final consonant.
- Sub-consonant: The sub-consonant is usually silent (there are some exceptions to this that you will learn over time).
- Vowel: The vowel and the consonant it is attached to are read normally (there are also a few exceptions to this that you will learn over time).

Example: ដែក and ទិក mean *to pull out* and *to seek*. In both cases these words end in the consonant ក. Recall that ក has the ឥ natural vowel sound. By applying the rule above, the ឥ sound attached to ក would be dropped. This results in ដែក and ទិក.

Example: សាស្ត្រព្រៃចក្រ means religion/church. The final three written letters in this word are ច, ក, and គ. Applying the rule for ending sub-consonants, in this word the គ (row sub-consonant) would be completely silent. This results in the word សាស្ត្រព្រចក្រ with no spoken ធម sound.

Example: ពេលា is the word time. This word ends in the vowel ា. This means that the vowel ា is read normally

Exception: Vowel + ចជ្ជញ្ញយ as Ending Consonants

- When a word ends with the consonants ច, ជ, ញ, or យ, then these consonants will alter the vowel sound before them. This sound will occur naturally in your mouth as it transitions from the vowel to closing off the sound with ច, ជ, ញ, or យ.

Example: អាតច means *can/able*. In this word the អ, is closed off by a ច consonant.

Example: ត្រីសុលាង means *to love*. In this word, the last two consonants are ល and ង. The ល is augmented by the ៩ vowel sound. The លា is then ended by the ង causing the ៩ vowel to sound closer to the ឥ vowel sound.

Exception: ឯ as an Ending Consonant

- When ឯ ends a word as a stand-alone consonant then it is always silent, much like a “gh” in English (i.e., though, bough, through). It is important for spelling purposes to distinguish homophones (words with the same sound but different meanings), but does not affect the pronunciation of the word at all.

Example: ខ្មែរ means *Cambodian*. You may have heard of Cambodian referred to as Khmae or Khmer. You also may have wondered which one is right. Is it Cambodian, Khmer, or Khmae? In actuality, all three are valid in their own way. The term “Khmer” comes from those who have written out the silent ឯ in English. The term “Khmae” comes from how the word actually sounds when spoken. The term Cambodian comes from a separate word that is the name of the country of Cambodia. When speaking Cambodian, you will refer to the language, the people, and often even the country as ខ្មែរ.

Example: ពីរ and ពី mean *two* and *from*. They have the same pronunciation but have different meanings. The number two has a silent ឯ while the word from does not.

Exception: សុ as an Ending Consonant

- When the consonant សុ is used at the end of the word, it makes an aspirated “h” sound like the “h” at the start of the words *home* or *hope*. It also drops the “aw” natural vowel sound like other consonants at the end of words.

Example: មនុស្ស means *people*. This word is approximately pronounced “monuh.” The សុ consonant makes an “h” sound at the end of the word.

Example: របាបី means *of (possessive)*. It is approximately pronounced “robah.” Again the សុ consonant making an “h” sound.

Example: បុរីសុ means *man*. It is approximately pronounced as “borah.” The សុ consonant ends the word with the “h” sound.

Diacritic Marks

A diacritic mark is a small written marking added to a letter to indicate a change in how that letter is pronounced. These are not often used in English but other languages with Roman alphabets use them quite often. You may recognize the markings added to these familiar letters: ä, ñ, ö, ü, Þ. In a similar way, there are markings in Cambodian that alter the pronunciation of a letter. These diacritics are typically written just above the letter they affect and are explained below.

2 Learning How to Read Cambodian

បន្ទក់មួយ(៖)

2| The បន្ទក់មួយ is a small vertical line placed above the ending consonant in a word. When used, the បន្ទក់មួយ will alter the vowel sound just before the ending consonant. The បន្ទក់មួយ is only used to modify natural vowels and the vowel ៦. Therefore, you will only encounter it on words that end with these vowels. There are six different cases for this diacritic that are each explained below.

1. អរឃាស់: + ending consonant with the បន្ទក់មួយ

Recall that អរឃាស់: are consonants with an អ natural vowel sound. When a word ends with an អរឃាស់: followed by a consonant with the បន្ទក់មួយ written above it, then the long អ natural vowel sound made by the អរឃាស់: is shortened.

Example: ចិត្ត means *to want*. The ិ is spoken with its own natural vowel sound, the only difference is that the natural vowel sound is now shortened.

If you were to keep the natural vowel long (i.e., ចិង) it would mean *to bind*.

Example: ឱលី means *to care*. The ឱ combination make the អ (ah) natural vowel sound because ឱ is a weak consonant. In this word the អ natural vowel sound is shortened.

Here are other words that use the first case of the បន្ទក់មួយ, shortening the natural អ sound.

កក់	កដ់	កត់	កប់	បន្ទស់
កញ្ចក់	បន្ទដ់	ចំណាត់	កញ្ចប់	បន្ទស់
សំណាល់	ហត់	បត់	បញ្ចប់	សក់

2. អរឃាស់: + ៦ + ending consonant with the បន្ទក់មួយ

When អរឃាស់: are modified by the vowel ៦ and then followed by a consonant with the បន្ទក់មួយ added to it, then the longer អា sound made by the vowel ៦ is shortened.

Example: កាតិ means *to cut*. The កា vowel sound is shortened because of the បន្ទក់មួយ on the ិ.

If the ៦ vowel were to remain long (as in កាតិ) it would mean *card*.

Example: ពិចិខាន់ means *important*. In this word the អា sound that is attached to the ធមុន is shortened.

Here are other words that use the second case of the បន្ទក់មួយ, shortening the អា vowel sound.

បញ្ចាល់	ប្រញ្ញាប់	ប្រញ្ញាល់	ជាក់	អីភាន់
រហាត់	ចំឡូក់	ចាក់	ណាស់	កំចាត់
ខាត់	សាត់	ចាក់	ជាក់	ហាត់
ណាត់	បន្ទាត់	បំបាត់	សម្ងាប់	កំណាត់

3. ឃោស់: + [ប, ដ, ៗ, ក, ម] with the បន្ទក់មួយ

Recall that ឃោស់: are consonants with an ឃិ natural vowel sound. When a word ends with a ឃោស់: followed by a ប, ដ, ៗ, ក, or ម with the បន្ទក់មួយ written above it, then the ឃិ natural vowel sound made by the ឃោស់: is changed to the ឃុិ sound.

Example: ឃុិបិ means *night*. The ិ would normally make the ឃិ natural vowel sound, but because of the បន្ទក់មួយ it will change to the ឃុិ sound.

Here are other words that use the third case of the បន្ទក់មួយ, changing ឃិ to ឃុិ.

ឃុិប់	កប់	លប់	គុំប់
ទុំនប់	បន្ទប់	ទុប់	គុំប់

4. ឃោស់: + [other consonants] with the បន្ទក់មួយ

When ឃោស់: are followed by any other consonants than the ones listed in case three, then the ី natural vowel sound made by the ឃោស់: is changed to a short „ vowel. (Note: Many words that fall into case four are colloquially spoken using case three instead. Because ី is easier to say than a short „.)

Example: លើកំ means *to sell*. The ី natural vowel sound of ល in this case is changed to a short „ because of the បន្ទូកម្មយ on the ក.

Example: ឃើលើ means *to understand*. Here the natural ី vowel of ឃើ is changed to a short „ because of the បន្ទូកម្មយ on the ល.

Here are other words that use the fourth case of the បន្ទូកម្មយ, changing ី to a short „.

គត់	មត់	ឃើដំ	ឃើជំ	ច្នន	រត់
លត់	ទល់	ឃើន់	ឃើកំ	ឃើន	ព្រន់
កំដំ	ឃើនុល់	ឃើទីដំ	ឃើទីន់	ឃើទីនំ	រញ្ជៀត់

5. ឃោស់: + ា + [កខគយង] with the បន្ទូកម្មយ

When ឃោស់: modified by the vowel ា are followed by ក, ខ, គ, យ, or ង with the បន្ទូកម្មយ written above it, then the vowel ា sound of the ឃោស់: is changed to sound like the vowel ី:.

Example: នាក់ ឃើកំ means *person/people*. Normally the vowel ា here would make the ឃើា sound when attached to ន. As a result of the បន្ទូកម្មយ on the ក, the vowel ា changes to the vowel ី: sound.

Example: ភាគក់ ឃើកំ ឃើកំ means *friendly*. In both parts of this word there is the vowel ា being changed to the vowel ី: sound.

Here are other words that use the fifth case of បន្ទូកម្មយ; changing ឃើា to ី:.

គន្លាក់	លាក់	គ្រាក់	ជាក់	ទាក់	ធាក់	រាក់
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6. ឃោស់: + ា + [other consonants] with the បន្ទូកម្មយ

When a ឃោស់: modified by the vowel ា is followed by any other consonant than the ones listed in case five with the បន្ទូកម្មយ written above it, then the vowel ា sound of the ឃោស់: is changed to make an “oa” sound like in the first part of អី.

Example: ម៉ា ធតិ means *mouth*. The បន្ទូកម្មយ on the ធតិ changes the ឃើា sound to an “oa” sound like the first part of the vowel អី.

Example: គោ ធតិ means *he/she*. This word rhymes with the one above, starting with ធតិ instead of ម.

Here are other words that use the sixth case of the បន្ទូកម្មយ, changing the ឃើា vowel to “oa” like the first part of the vowel អី.

ទាន់	ទាត់	ទាល់	ទាស់	ធាត់	ពាន់	ពាល់	ភាន់	មាន់
ភ័	ភ័ស់	លាត់	លាន់	លាប់	លាស់	វ័ស់	សំគាល់	ត្បាល់
ទំនាស់	គន្លាស់	យាត់	គ្រាន់	គ្រាប់	ងាប់	ជាប់	ជាត់	ជាន់

បន្ទូកពីរ/មសិកទន្ល/ស្វាបពីរ/ឡើញកណ្តរ (")

2m This mark, sometimes referred to as the *mouse teeth mark*, is two vertical lines drawn above ឃោស់: to change the ី natural vowel to an េ natural vowel sound.

Example: ម៉ា ធតិ means *mouthful*. The បន្ទូកពីរ changes ម to ម៉ (ម+ី). As a result when the vowel ា is attached to ម៉ it makes the vowel េ instead of ី.

Example: ម៉ោ ឯធន means *hour*. Here the same process occurs as in the first example. It ends up making the sound, “maong.”

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Example: យោង means way/kind. In this word the បន្ទក់ពីរ changes យ to យោ (yaw). This results in the entire word sounding like "yaang."

Special Use: ប្រ

2n The អមេស៊ែ: "ប្រ" can also be modified by the បន្ទក់ពីរ. In this case the បន្ទក់ពីរ changes the ប consonant sound to the ព consonant sound, while still retaining the អ natural vowel sound of ប.

Example: ប្រុណ្ឌិះ means enough. Notice that in this case the បន្ទក់ពីរ changes the consonant sound of ប to the consonant sound of ព while retaining the អមេស៊ែ: natural vowel sound of អ.

Example: ប្រុន្តឹម means but; here the បន្ទក់ពីរ does not change the natural vowel sound of ប, it only changes the "b" retroflex to the same consonant sound of ុន្តឹម.

ត្រីស័ព្ទ(~)

2o The ត្រីស័ព្ទ diacritic mark is a horizontal wavy line that is the complement to the បន្ទក់ពីរ. The ត្រីស័ព្ទ is written above អមេស៊ែ: letters to change their natural អ vowel sound to the ឃ vowel sound.

Example: ហិរិន means to dare. The ត្រីស័ព្ទ changes ហ to ហិ (ho) resulting in the vowel ឬ making the អិវិ sound.

Example: ក្រុមហិរិន means company (business). In this word the ហិ is modified in the same way as the previous word.

Example: សាបិដ្ឋិ means soap. In this word ប is changed to បិ (bo) leading it to make the ឃិវិ vowel sound.

Exception: បុកដើង

2p When a letter is modified by the ត្រីស័ព្ទ or the បន្ទក់ពីរ as well as a vowel that appears above the letter it can become a fight for space. In this case the ត្រីស័ព្ទ or the បន្ទក់ពីរ are written as a strait vertical line just below the letter instead.

Example: ឃិរិន mean to eat. Notice how the បន្ទក់ពីរ is written above the ឃិ causing it to misplace the circle (°) already there. This is incorrect. It should be written as ឃិរិន

ទណ្ឌយាត(̄)

2q This diacritic marking is placed above letters in words to indicate that those letters are silent. As with other symbols it is simply a spelling convention, which is useful when reading to know what letters are not spoken.

Example 1: ប្រុយាងិន means benefit. In this word the ិ on the end of the word is silent.

Example 2: ការិណា means event. In this word the ិណា is silent.

Example 3: ពិភាគិន means people (nationality). In this word the ិ is silent. Because the ិ is silent the ិ just before the ិ is considered the ending consonant and makes the "h" sound.

រច្ងាច(̄)

2r This character represents the consonant ធន, in that it is the top of the ធន consonant written above other letters. It is typically written above letters in words that come from the ancient language of Sanskrit where the "r" sound was obtained by placing this diacritic above other letters. It is sometimes written as ៥. There are three cases of the use of the រច្ងាច as shown below.

- When the រច្ងាច is used above the last letter of a word that directly follows a អមេស៊ែ:, then it modifies the natural ឃិ vowel sound of the អមេស៊ែ: to an "oa" like in case six of បន្ទក់មួយ. It also silences the letter it is written over.

Example: ពិណិភាគ means color. This word is pronounced as "poa." The ឃិ natural vowel of ពិ is changed to "oa" and the ិណា is silent.

Example: វិប្បុជិមិ means culture. In this word the natural ឃិ vowel sound of ិមិ is changes to "oa" and the ិមិ on the end is silent.

- When the រច្ងាច is used in the middle of a word it changes the letter it is written over to sound like a ធន.

Example: ពិតិមាន means information. It is pronounced as if it were spelled ពរមាន.

Example: ពោនា means *to describe*. This word is used in the First Vision in *defy all description*. It is pronounced as if it were spelled ពានា.

3. In rare cases the ទាំង is used to just silence the ending consonant. This happens when the second to last consonant is អិរាស់:

Example: បិរិបុណ្យ means *plenty*. The ណា here is silent leaving the preceding vowel unaltered.

Example: ស្ថាន ស្តីពី means *heaven*. In this word the ពី is silent because ស្តី before it is an អិរាស់:

សំយោគសញ្ញា (៥)

- 2s This symbol like the other diacritical marks is written above a letter. The function of the សំយោគសញ្ញា is to alter the vowel sound of the letter it is attached to. It can do this in a number of ways.

1. If the សំយោគសញ្ញា is placed above an អិរាស់: then it alters the natural vowel sound of the letter to a short អា vowel, just like the usage of the បន្ទកំម្មួយ in case two.

Example: នឹងបូង means *bread*. In this case the សំយោគសញ្ញា changes the ឃ sound to the “ba” sound. But then on top of this the បុកដើង is used changing the “b” to a “p” sound (as in *spat*).

2. If the សំយោគសញ្ញា is placed above a ិរាស់: and the next consonant is a កិ, ឈិ, ធមិ, ឃិ, or ឣ: then it will alter the natural vowel sound of the ិរាស់: letter to អេ: like in case five of the diacritic mark បន្ទកំម្មួយ.

Example: មិត្តភក្តិ means *friend*. In this word the ភ is modified by the សំយោគសញ្ញា changing the natural vowel sound of the ភ to អេ:.

3. If the សំយោគសញ្ញា is placed above a ិរាស់: and the next consonant is any consonant other than the ones mentioned in case two, then it alters the natural vowel sound of the ិរាស់: to an “oa” sound. This is like case six of the diacritic mark បន្ទកំម្មួយ.

Example: ភីឡូ means *confused*. In this word the សំយោគសញ្ញា alters the natural vowel of the ភ to an “oa” sound.

4. If the សំយោគសញ្ញា is placed above any letter and then followed by the consonant ឃិ it will modify the natural vowel sound of the consonant to the ឃិ vowel.

Example: ពិមិយិ means *era* and is pronounced ស៊មាយ

Example: ជិយិ means *success* and is pronounced ជោ

សញ្ញាលេខប្រាំបី /អស្វា (៦)

- 2t This small letter eight is written above the two consonants និ and ជិ to indicate their use as independent single letter words. It does not alter the pronunciation of the letters.

Example: និិ means *also*. It is pronounced just like និ.

Example: ជិិ means *which*. It is pronounced just like ជិ.

កាកច្ចាគ (៧)

- 2u This diacritic mark does not alter the way a word is pronounced. Instead it is written to indicate an exclamation. It can represent surprise, laughter, or excitement. The អស្វា (៦) is also sometimes used to perform the same function.

Example: ប្តាគ្គិ means *YES!*

Example: ម៉ឺលនិិ or ម៉ឺលនិិ means *LOOK!*

Inherent Vowels

- 2v There are some Cambodian words that come from the ancient Sanskrit and Pali languages. While the letters in these languages looked similar to modern script, they did have different pronunciations and natural vowel sounds. As a result, Cambodian words that stem from these languages may be pronounced much differently than they are spelled. Instead of learning ancient language alphabet systems to be able to pronounce these words, it is better to simply memorize how they sound and how they are spelled.

Example: ຜົກ ແກ້ໄຂ means you (generic). It is pronounced ໄກກໍ.

Example: សុភាគមង្គល means happiness. It is pronounced សុ-ភាក់-មាំង-គល់.

Example: ໂປ່າ ຕີ່ means *reason/cause*. It is pronounced ໂປ່າຕີ່.

Sentences and Punctuation

2w Many of the same conventions used for sentence and punctuation formatting in English are used in Cambodian as well. The major difference is that Cambodian is not written with spaces between words.

Example: 1 Nephi 3:7

In this verse you can see many examples of Cambodian punctuation. There is no spacing between individual words, instead the space functions more like a comma. There is a number seven at the start of the verse. There is a colon separating Nephi's narration from his actual words. There is a repeater symbol after the word **ନ** and a period at the end of the verse.

ខ័ណ្ឌ/ល្បរៈ (១) បិយាសាន/ល្បរេចប់ (១) and តោមួគ (៣)សញ្ញាស្តា (?) សញ្ញាគទាន (!)

These symbols function much like the period in English. The ខែត្តិក is used to end a sentence. The បិយោសាន is used to end a paragraph. The តោម្រូវ is used to end an entire book or piece of writing, particularly religious texts. The question mark and exclamation point are also used at the end of a sentence in the same way they are used in English.

Example: Moroni 10:34

... ហើយខ្ញុនឹងត្រូវចេញមកដោយដោតជីយ កាត់តាមអាកាស ដើម្បីមកដួរបង្ហាញលំគាន់ខាងមុខនៅការដំឡើងដែលត្រូវបានបង្កើតឡើងនៅព្រះយេហ៊ូវ៉ាដីមហិមា ដើម្បីបានបង្កើតឡើងនៅព្រះបាបីទីនៃមនុស្សសំនិងមនុស្សស្ថាប់ដង្គារ ភាគមេន ។ ២៧

លេខ: (១៨១)

This symbol is used at the end of a list to indicate that the list is not exhaustive and may include other similar items. It is comparable to *et cetera* (etc.) in English.

Example:

ពេលយើងអធិស្ឋាន យើងបញ្ចប់អារម្មណា ផ្លូវអំណារគុណ សមជល់ត្រៃ៖ ។ល។

ធនកប្បា ចំណុចពីរគូស (៖)

In Cambodian writing a space between phrases functions in a similar way to the English comma. It indicates a break in thought, a pause, or a separation of listed items. The ចំណុចពីរគូស (៖) is the equivalent of the English colon.

Example: 1 Nephi 13:2

ហើយទេរតាមនាបន្ទូលមកខ្លួច ៖ តើអ្នកយើងអី ?

ឈ្មោះ (៥)

This symbol indicates the need to repeat the previous word or phrase when reading.

Example: 3 Nephi 11:15. In this scripture the phrase អ្នងអ្នក is repeated.

១៥ ហើយហោតុការណ៍បានកៅតទេរីងថា ហ្មងមនុស្សបានដើរឡើមុខ
ហើយបានលួកដែលចំហោងត្រៃស្រែដែល ហើយបានស្តាបស្តាមដែកគោល
នៅត្រង់ត្រៃស្រែ និងត្រៃស្រែបស់ត្រៃស្រែ ហើយពួកគោលយើងនេះ
គឺបានដើរឡើមុខអ្នងអ្នកទៀត...

Example: In this sentence the word មួយ is repeated.

គាត់នឹងយាយមួយមួយ ។

សញ្ញាសម្រេច (« „ / „ »)

These are the equivalent of the English quotation marks. Some publications will use English quotation marks instead.

Example:

« ស្រីលាងត្រូវបានបង្ហាញជាអ្នករាយ ដូចជានូវបានស្រីលាងអ្នករាយ » ។

សញ្ញារៀល (៛)

This is the symbol of Cambodian currency, and is pronounced រៀល. It is typically placed after a numeral to designate the number as currency.

Example:

៥មានេប្តុំ ។

Remember

- Consonants are the main building blocks of Cambodian, and are read from left to right across a page
- One sub-consonant can be attached to a consonant, and will replace the natural vowel sound of that consonant. Sub-consonants are added below a consonant.
- Vowels can be found on any side of a consonant, and may change their sound depending on the consonant they are attached to.
- Diacritics and punctuation have many rules and uses. Practice and experience will be helpful to you as you learn each one.

Activities

Personal

Speaking

- A. 2d. Practice pronouncing these consonant-vowel pairings by reading them out loud. Make sure that you place the correct vowel sound with each consonant. Remember to distinguish between មេរាតុំ: consonants and អមេរាសំ: consonants. Check your pronunciation by asking an experienced speaker or a native speaker to listen to you as you read these words out loud. You can check each word's definition in the answer key.

ចា ក ពី បី លើ ខ័ យ៉ នៃ នាំ ដោ យុ កំ កោះ ពោះ ចំង គាំង ចត មក សូរ គូរ កោរ គោ ប្រូប រៀន
- B. Attempt to read the first paragraph in the section entitled "Pre-Earth Life" in the second lesson in the Cambodian *Preach My Gospel*. Read it slowly at first, sounding out all the words. Read the verse in Cambodian again, focusing on eliminating any pauses between words. Then try and read it at a normal speaking cadence, with appropriate breaths and pauses, as if you were having a conversation rather than reading. Be aware of your rhythm and tone. Notice which words and phrases you should emphasize. Read the paragraph out loud enough times so that reading it with a conversational rhythm is easy for you. Then in your own words, practice teaching the concepts in the paragraph 5 times. Tip: Repeat this activity with other paragraphs of the lessons in *Preach My Gospel* throughout your mission. This will help you to prepare to teach your investigators in the language.



Listening

- C. During language study, write down in a wordbook all the words you don't know how to pronounce from the verses you will be sharing in lessons that day. Pay attention and read along as the investigator or less-active member reads the verses. Take special notice of those words that you have written down. After the lesson, record the phonetic pronunciation next to those words in your wordbook using the Cambodian script.

For example: សុភម្លឹង សុ-ភាក់-មំង-គល់

- D. Bring a notebook to church. While you are in sacrament meeting, take notes in Cambodian. This will help your listening and writing skills. Don't write everything that is said, instead focus on writing impressions and things that you like from each speaker. If you can't write what you want to in the script, write it in English for now. Later during language study review your notes. Do they make sense? Can you read them? What thoughts or words did you struggle to write in Cambodian? Learn those words and practice writing them so you can take better notes in the future. Repeat this activity periodically so eventually you will feel comfortable taking notes in Cambodian.



Reading

- E. Select a verse that you will be sharing in a coming lesson with an investigator. Read it slowly at first in order to make sure that you know how to pronounce each word. Then read it again, but faster. Repeat this until you can read the verse without any pauses between words. Then try and read it as fast as you can. Slow back down and read it smoothly, clearly, and confidently.
- F. 2k-t. Practice reading out loud these words that are altered by diacritic marks. Take note of what diacritic mark is used, as well as the vowel and the consonants used before and after the diacritic mark. Check your pronunciation by asking an experienced speaker or a native speaker to listen to you as you read these words out loud. You can check each word's definition in the answer key.

ដក ដាក់ ក កក់ កង គង់ បទ បត កាត់ យក យល់ ធម៌ ធម៌ ប្រូប ប្រូប បាន ចំនួន
 ញ្ចក់ ញ្ចក់ នរណា មិននោះនែ ការ ការណា ពរ ពណា សាសនា សាសន៍ ដដែល ដដែល

- G. Open your scriptures to Ether 1:6-32. Sound out the Jaredite names as quickly as you can in order to improve your ability to quickly sound out words that are unfamiliar to you.



Writing

- H. Like in many Asian languages, each letter in the Cambodian script has a stroke order which makes writing easier and more fluid. It also helps create a uniform image, since many of the letters are made up of the same building blocks put together in different ways. Ask a teacher, your companion, or a native about stroke order. Have him or her write out every letter for you so that you can see in what order and direction each of the strokes should be made. Practice writing each letter in the order and direction you were shown.
- I. Visit a local bookstore on your preparation day. Look for first and second grade Cambodian work books to purchase. Many of these books will outline stroke order for you and give you a place to practice writing. (Remember to receive permission from your mission president before using these resources.)
- J. Write out your testimony in Cambodian. Record it in a safe place such as your journal. Later, possibly towards the end of your mission, rewrite your testimony. Compare your two written testimonies and see the progress you've made in handwriting, spelling, grammar, and vocabulary.
- K. Write a letter to one of your recent converts. After doing so, read it out loud as if you were telling him or her all of this in person, rather than writing to them.

Companion



Speaking

- L. Try explaining to your companion in your own words how each rule in the Cambodian alphabet works. Have your companion read the title of a rule, or exception, from the section to you. Then you must try to clearly explain how the rule works. Use examples if you can. Identify what rules you still don't know, or can't explain well. These are the ones you should practice until you know every rule by heart.
- M. Read a favorite scripture to your companion. After reading it, share why it is meaningful to you or why it would be meaningful to one of the people that you are teaching. Have your companion write down words that you read or pronounced incorrectly as well as which words you said really well. Reread the verse to your companion and share about it again. Repeat this until you can read the verse and share about it with no significant pronunciation errors.



Listening

- N. Have your companion read a scripture passage out loud. Summarize the verse that they read in your own words, then switch.
- O. Have your companion read to you a sentence from the first lesson in the Cambodian *Preach My Gospel* at a normal pace. Try and write down what they read using the Cambodian script. If you are unable to write down the entire sentence on the first try, have them read it back to you at a slower pace. If you are unfamiliar with a certain word, try your best to spell it according to what you hear. Continue to ask them to repeat the sentence until you have successfully written the whole thing down. Ask your companion to check your work. Rewrite words that you spelled incorrectly. Look up words that you didn't know and record them in a notebook where you can frequently review them.



Reading

- P. 2a-d. Practice reading out loud these words from the First Vision that contain a consonant diphthong. Have your companion listen to you as you do so. Ask him or her to stop and correct you as you go along so that you can be sure that you are reading them correctly. As you read, make sure you notice whether the sub-consonant is weak or not.

ព្រះ សិតិ៍ ខ្លឹម ពន្លឹម ក្បាល បន្ទូល
លេខាង សូន បង្កាល ចង្គុល អង្គ

- Q. Read together a section in the Cambodian *Preach My Gospel* from one of the lessons which you will be sharing that day. Write down words that have unusual spellings or are difficult to pronounce. Ask a native why they are spelled or pronounced as they are. Look for patterns in spellings.
- R. Read a chapter together in the Book of Mormon. Switch off every verse. At the end, summarize in Cambodian what you learned from that chapter. You can also do this with your companion in lessons, at church, or while you are waiting for a bike repair. Practice reading every chance you get until you can read naturally and without pause.



Writing

- S. With your companion, match these homophones to their approximate English definitions.

a.	សញ្ញា	aa.	<i>you</i>
b.	ពស់	bb.	<i>zero/nothing</i>
c.	តែន	cc.	<i>luck</i>
d.	ចិត្ត	dd.	<i>to learn</i>
e.	ភារ	ee.	<i>meaning</i>
f.	ភន	ff.	<i>snake</i>
g.	មាន	gg.	<i>all/every</i>
h.	គ្រូរ	hh.	<i>to mold (clay/pottery)</i>
i.	លាក់	ii.	<i>heart</i>
j.	សុន្យ	jj.	<i>to weld</i>
k.	សប់	kk.	<i>wire/to strip (as in strip a tree of bark/strip a sugarcane)</i>
l.	ម៉ែន	ll.	<i>should/ought to</i>
m.	លាប	mm.	<i>to redeem</i>
n.	ចិត្ត	nn.	<i>a person (classifier)</i>
o.	គ្រូរ	oo.	<i>it/pronoun for something of a lower status</i>
p.	ជ្រុន	pp.	<i>cluster/bunch (used in the Cambodian word for string beans)</i>
q.	នាក់	qq.	<i>a stand/veranda/to invade</i>
r.	លោះ	rr.	<i>to peel</i>
s.	ភា	ss.	<i>to have</i>
t.	ផ្សារ	tt.	<i>market</i>
u.	លួស	uu.	<i>of</i>
v.	ន័យ	vv.	<i>belly</i>
w.	អ្នក	ww.	<i>to pump</i>
x.	លោះ	xx.	<i>longan (a type of small, brown, round fruit)</i>
y.	សូន	yy.	<i>to crawl</i>
z.	ផ្សារ	zz.	<i>to paint</i>

Group



Reading

- T. Read a chapter in the Book of Mormon as a district. Encourage everyone to participate, even those who may feel like they are not yet strong readers. Help each other with unfamiliar words and unusual spellings. Share with each other why certain words had unusual spellings. Help each other recognize patterns. Afterwards, share your testimonies with each other in Cambodian about the power of the gift of tongues, which has helped you learn to read this alphabet.



Writing

- U. Separate the district into two teams. Have each team send one person up to the board. The district leader will read out loud a line from a verse in the Cambodian Book of Mormon. The missionary who finishes writing down the line in Cambodian on the board first wins a point for his or her team. Play until everyone in the district has had a chance to go up to the board.

Sentence Structure

Examples

I love Jesus Christ.	ខ្ញុំប្រសលាង្ហៃ៖ យេស៊ីវិគីសុ ។
The Holy Ghost testifies of Christ.	ព្រះវិត្សាណាបរិសុទូច្ចេង ទីបន្ទាល់អំពីព្រះគិតិសុ ។
Obedience brings us peace in this life.	ការគោរពប្រតិបត្តិនាំសន្និភាពដល់យើងក្នុងដីវិតនេះ ។
We know you can do it.	យើងដឹងថាអ្នកអាចធ្វើវាតាន ។
Spiritual death keeps us from becoming like our Heavenly Father.	សេចក្តីស្អាប់ខាងវិត្សាណាបរិសុ យើងមិនអាចប្រជាយដូចជាប្រព័ន្ធនឹងបានឡើយ ។

Explanation

The basic structure of a Cambodian sentence is simple. Once you understand the structure, you can begin to create your own sentences. In this lesson you will learn how to form sentences by using nouns, verbs, adjectives, and other parts of speech.

Basic Structure (Subject + Verb + Object)

- 3a The most basic Cambodian sentence structure is subject + verb + object (SVO). This basic structure is the same as English. The subject is what the sentence is about, the verb is the action of the sentence, and the object is the receiver of the action.

Subject	Verb	Object
-ខ្ញុំ I	ប្រសលាង្ហៃ	ព្រះយេស៊ីវិគីសុ ។
ព្រះវិត្សាណា	បង្រៀន	យើង ។
<i>The Spirit</i>	<i>teaches</i>	<i>us.</i>
ពួកខ្ញុំ We	គិតា	អ្នកជួញឯករាយសាសនា ។
	are	<i>missionaries.</i>

While this basic structure is just like English, you will find that once you begin to add to the SVO structure, Cambodian grammar quickly deviates from English grammar. In addition, spoken Cambodian will occasionally stray from the SVO form. For instance, in Cambodian the subject of a sentence is often dropped if sufficient context has been established or the subject can be easily assumed. Also, native Cambodians will sometimes utilize an object-subject-verb sentence structure (O.S.V.) when they speak.

Nouns

A noun is a person, place, thing, or concept. Nouns can be something you can touch or see. For example a house, Cambodia, your scriptures, or a watch are all nouns. Abstract nouns are things you can't touch or see (e.g., charity, faith, humility, a thought, a feeling, or the Spirit). There are also simple nouns that consist of one word or idea and compound nouns that are a mix of words and ideas. We discuss this further below.

Simple Nouns

- 3b Simple nouns are the most basic type of noun. Typically, these nouns have only one meaning. They are nouns that cannot be broken apart.

Simple Noun	Meaning
សេវាករណ៍	book
អង្គរ	rice
ផ្ទះ	house
ផ្សារ	market
ប្រុស	boy
ប្រី	girl
ជីវិត	life
កង់	bike

Compound Nouns

- 3c A compound noun is made up of two or more words stacked together to express one idea (e.g., waterfall, homerun, armchair, cowboy, ladybug, etc.). Cambodian uses more compound nouns than English because the Cambodian language frequently combines existing nouns to describe new ones.

Compound Noun	Breakdown	Meaning
កង់ឡាន	កង់ + ឡាន	car tire
ស៊ូហីដើង	ស៊ូហី + ដើង	shoe
ក្រោមសំបុត្រិ	ក្រោម + សំបុត្រិ	envelope
កន្លែងហាត់ប្រាណា	កន្លែង + ហាត់ + ប្រាណា	gym
បន្ទប់គេង	បន្ទប់ + គេង	bedroom
រទេស្ទឹង	រទេ + ស្ទឹង	train
អារធំ	អារ + ធំ	coat

3 Sentence Structure

Compound Nouns: Independent

Many Cambodian nouns are made up of complementary nouns that are combined to create a new noun that represents a more general term.

Compound Noun: Independent	Breakdown	Meaning
ីម្ខុកម្មាយ	ីម្ខុក + ម្មាយ / father + mother	parents
តាមោយ	តា + មោយ / grandpa + grandma	grandparents
បង្កួន	បង្ក + ួន / older + younger	siblings
ស្តាមីកិរិយា	ស្តាមី + កិរិយា / husband + wife	married couple
ខោអារ់	ខោ + អារ់ / pants + shirt	clothes
សាច់ឈើមាម	សាច់ + ឈើមាម / skin + blood	flesh

Compound Nouns: Dependent

3e In a few cases, compound nouns exist where part of the compound noun is dependent on the other part. This means it is not used without its complement.

Compound Noun: Dependent	Meaning
ប្រព័ន្ធបរ	objects/possessions/things
ប្រជាប្រជារ	tools/man-made objects
ញ្ហីសន្តាន	clan/tribe
ស្រស់ស្រាវ	voice
មិត្តភកិ	friend

Pronouns

3f Pronouns include the words *I, he, she, him, her, it, this, that, them, and they*. Cambodian often uses kinship terms for the pronoun you. You will learn more about this in section 7.

Subject (Pronoun)	Verb	Object
គាត់	ព្យាប់	អ្នកទេដីងនិយាយ ។
He	listens to	the speaker.
បង្កស្រី	អាន	ព្រះគម្ពីរមេរមន ។
You (older sister)	read	the Book of Mormon.
ពួកគេ	ជួយ	គាត់ ។
They	help	her.

Verbs

- 3^o Cambodian uses many verbs to describe specific actions. Verbs are used to connect the subject of the sentence to the object.

Subject	Verb	Object
ខ្លួន I	ដូចនា learn	ភាសាខ្មែរ ។ Khmer.
គាត់ He	ទៅ	ផ្ទះ ។ home.
ប្រោរបិតា Heavenly Father	ប្រសាយ	កុងថ្វីរបស់គ្រឿង ។ His children.
	loves	

Simple Verb

- 3^o A simple verb is one word that denotes an action or state of being.

Simple Verb	Meaning
ទៅ	go
មក	come
ដូចនា	learn
ប្រាំ	eat
ធ្វើ	do
ដោក	sleep
ជីវិ៍	walk

Compound Verb

- 3ⁱ A compound verb is two or more words that together form a single verb whose meaning is different from the meaning of the individual components. There are two types of compound verbs, independent and dependent.

Independent: A compound independent verb is comprised of two or more different words that combine to make a term with a meaning that is different from any of its parts. This difference of meaning may be slight.

Compound Independent Verb	Breakdown	Meaning
ត្រូវការ	imperative + thing	need
កកយើង	search + see	seek
ប្ដាយបង់	offer + pay homage	worship
ជីរលេង	walk + play	hang out
ស្ថារសុខទុក្ខ	ask + health + burdens	visit

3 Sentence Structure

Dependent: Compound dependent verbs are strings of verbs that have the same meaning. While this does not occur in English, it is common in Cambodian. Often the words will sound similar, but one will be an independent form of the word. This means that it will often be written by itself without the dependent part of the compound verb. The dependent part of the compound verb is used most often in very formal or respectful speech and writing. For example you will often see it used in general conference translations. In the table below, the independent part of the verb is underlined.

Compound Independent Verb	Meaning
ព្រៀសដីស	<i>to choose</i>
ធ្វើឡើងបុរាណម្មញ្ញ	<i>to persecute</i>
រំបច់	<i>to organize</i>
គាំន្បែក	<i>to support</i>

Adjectives

- 3] When adjectives or other modifiers are used in Cambodian they are placed after the noun that they describe. A good rule of thumb when translating from English to Cambodian is to reverse the order of adjectives describing the noun, and then place them after the noun.

Noun	Adjectives
តួនាទីស្រី	ខ្ពស់និង ស្អាត
The girl	<i>tall and pretty</i>
តួនាទី	ធាតិនិងគួរច្បេសលាង
The child	<i>fat and loveable</i>
មួប	មានភូនធយុយនិងសជាតិត្សាង
The food	<i>good smelling and good tasting</i>

Simple Adjectives

- 3k] A simple adjective is a single word that describes a noun or noun phrase.

Simple Verb	Meaning
ល្អ	<i>good</i>
ខ្ពស់	<i>tall</i>
លួយ	<i>delicious smelling</i>
ឆ្លាត់	<i>smart</i>
អារក្រក់	<i>bad</i>
ខ្សោយ	<i>short</i>
សុយ	<i>stinky</i>

Compound Adjectives: Independent

- 3 It is common in Cambodian to omit the "and" between two or more adjectives written in a row. This results in compound independent adjectives that are actually just multiple adjectives written together in a continuous string. The meaning of the new "compound adjective" is the sum of its parts.

Noun	Adjectives
ស្រី	សំស្ងាត
The girl	pretty, tall
កុង	តាត់គួរប្រសលាង
The child	fat, loveable
មួប	ល្អយត្តាង
The food	good smelling, good tasting

Compound Adjectives: Dependent

- 3 It is common in Cambodian to omit the "and" between two or more adjectives written in a row. This results in compound independent adjectives that are actually just multiple adjectives written together in a continuous string. The meaning of the new compound adjective is the sum of its parts. Here are the examples from above with the "and" omitted.

Compound Dependent Adjectives	Meaning
ស្ងាតសំ	clean/pure
បន្ទិចបន្ទិច	a little bit/few
វិសេសិសាល	special
រីករាយ	happy
សូបស្ងាត	silent

Prepositional Phrase

A prepositional phrase is a phrase that modifies the subject, verb, or object of a sentence.

My mom sent me a package on my birthday.

Would you please read the first verse under the chapter heading?

We can help by teaching you the commandments.

Before we leave, we would like to offer a prayer.

I cannot believe, after fasting and prayer, we still didn't see him at church this week.

In Cambodian, prepositions function just like the prepositional phrase in English. It must start with a preposition and it usually occurs at the end of a SVO sentence. Like in English, a prepositional phrase can be placed virtually anywhere and be understood. See section 9 for more on prepositions.

Object Indicator នីវា

៣២ The object marker នីវា is a useful and sometimes necessary particle. You will occasionally hear it used, but will more often see it in writing. It has little inherent meaning; it merely helps to indicate the direct object of a sentence. To use this word simply place it before the direct object of your sentence. Using នីវា is optional if the words of a sentence are in the usual order (i.e., the direct object is stated before the indirect object). But if an indirect object precedes a direct object in a sentence, then នីវា has to be used for clarity's sake. It must also be used if the direct object is used outside certain complementary verb pairings, such as ដកចេញ or លើកទូទៅ, rather than inside the pairings, which is the normal structure.

Complementary Words

៣៣ Complementary words are two different words that share identical meaning that are used to emphasize their meaning in a sentence. There is typically a complementary word that is always found first in the sentence, and the other complementary word is used later in the sentence to finish the thought. This pattern is used to change emphasis on different parts of the sentence or to express a tone in writing. It is also common for only one of two complements to be used.

Unmodified Phrase	Starting Complementary Word	Modified Phrase	Ending Complementary Word
ខ្លោះ I	ត្រាន់តែ only	បេះអង់គ្លេស speak English	ប៉ុណ្ណោះ ។ only.
តាត់ She	មិន	ព្រំចិត្ត	ទេ ។
តាត់ចូលចិត្តអានហើយ He likes to read and	won't ក៏ also	រៀលចិត្តអធិដ្ឋាន likes to pray	won't ជងដែរ ។ also

Below are other common complementary words and their shared meaning.

Starting Complementary Word	Ending Complementary Word	Meaning
នៅតែ	នៅឡើយ	still
ទីប៉ែតែ	មិញ	just (barely)
អាច	បាន	can (able to)
តែនៅតែ	ជានិច្ឆ	always

Activities

Personal

Listening

- A. 3a. Throughout the course of one week, write down 20 sentences you hear a native say that use a structure different from S.V.O., whether they are sentences that drop the subject, or sentences that use an O.S.V. structure. Record in your journal any patterns you notice with regard to situational usage of V.O. or O.S.V. sentence structure.

For example: S.V.O.= ខ្សោយបណ្តុះទាក្យនអត់កើតទេ ។ O.S.V.= ពនុទាក្យនខ្សោយបអត់កើតទេ ។



Reading

- B. 3a. Read Jacob 3:2. Copy it down onto a separate piece of paper. Mark the subject, verb, and objects of each clause, as well as object markers, complementary words, and prepositional phrases. Check your answers to see if you were able to identify the parts of speech.
- C. 3b-l. Go through lesson 2 in *Preach My Gospel* and underline all of the nouns, verbs, and adjectives that you don't know. Write them down on flashcards and study them frequently until you know them. You can repeat this with the other lessons in *Preach My Gospel* as well, until you are familiar with all of the nouns, verbs, and adjectives in the five lessons.



Writing

- D. Copy the following English sentences on a piece of paper. Underline the subject, verb, direct object, indirect object, and prepositional phrase (if applicable). Then translate the sentence into Cambodian. Now underline the subject, verb, direct object, indirect object, and prepositional phrase in Cambodian. Are there any significant changes between the structure in the Cambodian sentences and the English sentences? Record your observations in a notebook.

1. We ride our bikes on the road.
2. He believes in Buddhism.
3. We can be clean from sin.
4. What is the name of the prophet?
5. They read the scriptures with each other every night.
6. They met with him on Tuesday.
7. Joseph Smith was a prophet of God.
8. The Book of Mormon is true.
9. There are many Cambodians in the United States.
10. I couldn't find that word in the dictionary.
11. We pray to our Heavenly Father in the name of Jesus Christ.
12. I am wearing a blue tie.
13. Where did you put your nametag?
14. Cambodia has a very hot climate.

- E. 3n. Determine whether the sentences listed below need the particle នូវ. Then, translate each sentence. Practice using នូវ, even if some of the sentences don't need it. Check your answers.

For example: - ព្រះប្រទាននូវពារជ័យជាប្រចើន ឲ្យយើង ។ (នូវ is optional)

- ព្រះប្រទាន ឲ្យយើងនូវពារជ័យជាប្រចើន ។ (នូវ is necessary because the indirect object ឲ្យយើង precedes the direct object ពារជ័យ)

For example: - ព្រះយេស៊ីវិគ្រឿស្សអាចដកនូវការលើចាប់របស់យើង ចោញបាន ។ (នូវ is optional)

- ព្រះយេស៊ីវិគ្រឿស្សអាចដកចោញនូវការលើចាប់របស់យើងបាន ។ (នូវ is necessary because the direct object ការលើចាប់ occurs outside of the complementary verb pairing ដកចោញ)

1. The Gospel of Jesus Christ provides peace to our souls.
2. I want to bear my testimony to you today.
3. We need to teach what will help them come unto Christ.
4. God knows everything.
5. Please insert this flash-drive into the computer.
6. We have brought a Book of Mormon here today.
7. He told them a lot of stories.

3 Sentence Structure

8. By the authority of the Melchizedek priesthood, we can give priesthood blessings.
9. I will preach to Cambodians the plan of salvation.
10. I wrote a letter to President.
11. God has given us many wonderful blessings.
- F. 3o. Practice using complementary words by translating the following sentences on a separate piece of paper. Check your answers with the answer key. There may be multiple right answers for each sentence, since you can use just one or both complementary words.
- For example: We can live with our families forever. យើងអាចរស់នៅជាមួយក្រុមត្រួតពារបស់យើងដានីវិនិច្ឆ័ន់ ។
1. He still doesn't know if the Church is true.
 2. God does not condone sin at all.
 3. I also have a testimony of the Book of Mormon.
 4. We cannot return to heaven without making sacred covenants.
 5. God always listens to our prayers.
 6. I've only been learning Cambodian for six months.
 7. The elders just arrived.
 8. I don't know.
 9. You will be able to see your husband again.
 10. I don't have any questions.
 11. My companion and I always discuss about the people whom we teach.
 12. I believe in Jesus Christ too.

Companion



Speaking

- G. Think of your favorite scripture story. List all of the basic nouns, verbs, and adjectives that you need to be able to describe that story. For instance, if your favorite scripture story is Nephi making a new bow you would need to know words such as bow, arrow, break, and steel. Afterward, practice sharing the story with your companion. Ask him or her to give you feedback and suggest additional words that could make telling the story easier.



Reading

- H. On a day you are planning to read a chapter in the Book of Mormon with an investigator, set aside time in language study to read the chapter with your companion. Discuss any sentences that had unusual sentence structures. Do they make sense to you? Discuss why you think those sentences were structured like that. Record any patterns you see in a notebook.



Writing

- I. With your companion, write a one-page paper about what is going well in your area so far, what needs your area has, and your vision and goals for your area in the coming weeks. Stretch yourself as you write sentences by varying the form and tense of the sentences. Once you and your companion are both done, exchange papers. Help correct each other if necessary and answer each other's grammar questions. Give compliments to each other and try to reinforce grammar concepts or learn them from your companion. Afterwards, discuss what you actually wrote about with each other.

Asking About and Expressing a State of Being

Purpose

This function will help you talk about what something is or what it isn't; for example, what faith is or who God is. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- God **is** a merciful Being. (The “to be” Verb)
- **Do** you believe that Jesus Christ is our Savior? (Basic Close-ended Question Structure)
- **What** is a prophet? (Questions: Who and What)
- **God** is our **Father** in **Heaven**. (Nouns- Building on the Basics)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrine from the Lessons

- “The Great Apostasy” (What is an apostasy? Was the gospel on the earth during the Apostasy?)
- “Pre-Earth Life: God’s Purpose and Plan for Us” (What was our life like before we came to earth?)
- “Our Life on Earth” (What is the purpose of life?)
- “The Atonement” (What is the Atonement?)
- “Faith in Jesus Christ” (What is faith? Who do we believe Christ is?)
- “Baptism, Our First Covenant” (What is baptism? What is an ordinance? What is a covenant?)
- “The Gift of the Holy Ghost” (Who is the Holy Ghost? What is the gift of the Holy Ghost?)
- “Live the Law of Chastity” (What is chastity?)
- “Obey the Word of Wisdom” (What are things we should avoid taking into our bodies?)
- “Eternal Marriage” (What are the blessings of a temple marriage?)

Tasks from the Missionary Vocabulary and Phrases Book

- “Ask Questions and Listen” (How do I ask them in the language?)
- “Explain Priesthood Ordinances” (What is the Priesthood? What is an ordinance?)
- “Meet Someone” (Who are you? What is their name? Who do you represent?)
- “Use the Scriptures” (Who is speaking? To whom is he/she talking? Who are Lamanites and Nephites?)

The “To Be” Verb

Examples

Jesus Christ **is** the Son of God.

ព្រះយេស៊ូវគ្រឿសុ គិត្យប្រាប់រាជបុគ្គាសន្រោះ ។

In his words, this **is** what happened.

តាមពាក្យរបស់គាត់ធ្លាល់ នេះជាអ្នកដែលបានកើតឡើង ។

As members, we can pray for opportunities to share the gospel.

ក្នុងនាមជាសមាជិក យើងត្រូវតែអង្គភាពសូមនូវឱកាសចែកចាយជំណើងលើ ។

The Book of Mormon **is** convincing evidence that Joseph Smith was a prophet.

ប្រព័ន្ធឌីមីរមមនឹកតិចកសុតាងដែលបញ្ចក់ថា យើសប សូចតិចត្រូវការ ។

The Church **is** led by Jesus Christ through apostles and prophets.

សាសនាថ្មីកតិច្ឆ្រៃបានដឹកនាំដោយព្រះយេស៊ូវគ្រឿសុ តាមរយៈសារក និងព្យាករ ។

Explanation

In English the “to be” verb includes all verbs that indicate a state of being. These are the words *be, am, is, are, was, were, being, been, and were*. Cambodian has only one “to be” verb that is used in many situations and modified to change meaning and tense.

គិត្យ - is/am/are/to be

ធ្វើជា - to be/do a role/position/lifestyle/vocation

ត្រូវជា - to become

In this section you will learn how to effectively communicate state of being. This applies when equating two nouns as well as when indicating occupation or potential of a noun.

Basic Use

4a The “to be” verb is used to equate two nouns (noun + **គិត្យ** + noun). It shows that the two nouns are equal, or that the two nouns are connected. It is also acceptable to drop the **គិត្យ** and use only the **ជា** in less formal settings. There are also occasions when you will use **គិត្យ** on its own. This usually happens if you reverse the order of two nouns in your sentence. Using the “to be” verb in this sense is like saying “is the following . . .” between the reversed noun phrases. Take a look at the examples below to see how these three forms are used.

Examples

Noun/Noun Phrase	គិត្យ - is/am/are	Noun/Noun Phrase
ស្អាយ <i>Mango</i>	គិត្យ <i>is</i>	ផ្លូវឈើ ។ <i>(a) fruit.</i>
ប្រជាជនខ្មែរ <i>Cambodians</i>	គិត្យ <i>are</i>	មនុស្សរបសា ។ <i>(a) humble people.</i>
I	គិត្យ <i>am</i>	កសិករ ។ <i>(a) farmer.</i>

គីជាតា is always used to connect two nouns. It is also acceptable to drop the គី and use only the ជាតា in less formal settings.

Noun/Noun Phrase	ជាតា - is/am/are	Noun/Noun Phrase
លោកម្ខែស Moses	ជា is	ព្យាករី ។ (a) prophet.
យើងទាំងអស់ We all	ជាតា are	កូនរបស់ព្រះ ។ children of God.
ខ្លាត់ I	ជាតា am	និស្សិត ។ (a) college student.

Being

Remember when you use គីជាតា in a sentence it must be connecting two nouns or noun phrases (noun + គីជាតា + noun). There are also occasions when you will use គី on its own. This usually happens if you reverse the logical order of two nouns in your sentence. Using គីជាតា in this sense is like saying "is the following . . ." between two noun phrases.

Noun/Noun Phrase	ជាតា - is/am/are	Noun/Noun Phrase
អ្នដែលខ្ញុំប្រើបាយ The thing that I love	ជា is	ក្រុមគ្រួសារបស់ខ្ញុំ ។ my family.
អ្នកណាមួយដែលដឹកនាំយើង Someone who leads us	ជា is	ព្យាករីរបស់យើង ។ our prophet.
អ្នមួយដែលអាចជួយ Something that can help	ជា is	ការអធិស្ឋាន ។ prayer.

Knowing when to use គីជាតា គី and ជាតា will come naturally as you listen to others speak Cambodian. If you are ever uncertain which form to use, ask your companion or a native speaker.

Occupation and Aptitude

- 4 Another way to use the "to be" verb to connect two nouns is to express the role or job something fulfills. When trying to express the words *to be*, *become*, or *am* (*in a vocational sense*) the terms ធ្វើជា and ត្រូយជា are used. They add meaning to the "to be" verb to imply the fulfillment of a role.

Noun Phrase	ធ្វើជា and ត្រូយជា	Noun/Noun Phrase
ខ្លាត់ I	ធ្វើជា am	អ្នកដូច្បីជាប្រាយសាសនា ។ a missionary.
ខ្លួនករបស់ខ្ញុំនឹង My dad will	ត្រូយជា become	បីស្សុត ។ the bishop.
ពួកខ្ញុំចង់ We want	ធ្វើជា to be	មិត្តភកគិរបស់បង ។ your friend.

Note: English uses the "to be" verbs *is*, *am*, and *are* as helping verbs too. A helping verb connects a noun to a verb or adjective. This is a separate function that is not used in Cambodian. គីជាតា is never used to connect a noun to a verb or an adjective. Be careful as you translate your thoughts and the lessons into Cambodian to remember when you should or shouldn't use គីជាតា.

4 To Be Verb

"As a..." ក្នុងនាមជា

4c The prepositional phrase ក្នុងនាមជា is an expression that is used to indicate the perspective with which a person narrates. It often directly translates as the words "as a . . ." at the start of a sentence or phrase.

As ...	noun	SVO sentence
ក្នុងនាមជា As a	ឱ្យពុក <i>father,</i>	ខ្សែចង់ដូយក្នុងថេរបស់ខ្លួន។ <i>I want to help my children.</i>
ក្នុងនាមជា As a	អ្នកជួញធម្មាយសាសនា <i>missionary,</i>	ខ្សែបង្រៀនអំពីព្រះគ្រឿស។ <i>I teach about Christ.</i>
ក្នុងនាមជា As	សមាជិក <i>members,</i>	យើងព្យាយាយថាប្រះវិហារ។ <i>we agree to go to church.</i>

"In + language" ជាភាសា

4d English uses the word *in* as a preposition to a named language (e.g., To speak *in* English, to read *in* Spanish). In less formal speech the "in" is dropped. In contrast, Cambodian typically uses ជា as the preposition before a stated language, in conjunction with the word ភាសា.

Examples

Phrase	in + language
សូមនិយាយ <i>Please speak</i>	ជាភាសាអង់គ្លេស។ <i>in English.</i>
យើងបង្រៀន <i>We teach</i>	ជាភាសាខ្មែរ។ <i>in Cambodian.</i>
ប្រជាធិថីខ្មែរបានបានបាន <i>Many Cambodians can speak</i>	ជាភាសាផាមេរោគ។ <i>in French.</i>

Pattern Practice

	បញ្ជីពតាព	គឺជា	ព្រះចេស្តារបស់ព្រះ	
តើ	ការអធិស្ឋាន	គឺជា	របៀបនិយាយជាមួយព្រះ	ទេ ?
question word	prayer	is/are not	way to speak with God	Yes/No?
បាន/ម៉ា	ពួកខ្លួន		ព្រោករី	ទេ
Yes (M/F)	we		prophet	(negator)
អត់ទេ	វិរណៈ		ការទាក់ទងរវាងព្រះនឹងក្នុងថេរបស់ប្រើប្រាស់	អ្នី ?
No	revelation		communication between God and His children	what?
	ការក្រុត់សាសនា		ការដំឡើងប្រជាសិក្សាដល្លែន ព្រះយេស៊ូវគ្រឿស	អ្នកណា ?
	apostasy		protesting the gospel of Jesus Christ	who?
	ការក្រុត់សាសនា		ការមិនគោរពព្រះបញ្ហាត្រូវបស់ព្រះ	
	sin		disobeying God's commandments	
	ការស់ឡើងវិញ		ការចាប់ជាតិ	
	resurrection		reincarnation	

Activities

Personal



Speaking

- A. 4a-b. Practice saying these sentences out loud using the correct form of the ផ្សេងៗ or គីជា to be verb. Be sure to use the correct tense as you speak, as well as to drop extraneous words, if necessary. If you are unfamiliar with how to use tenses in Cambodian, you can learn about tenses in section 24 of this book. Check your answers to this activity with the answer key in the back of this book. Be aware that there may be several different correct answers for one sentence.

For example: "One day, you will be a good father." នៅថ្ងៃណាមួយ អ្នកនឹងធ្វើជាតុកដំណឹង ។

1. He will be a great leader.
 2. I was a missionary.
 3. This building was a school.
 4. She will be a very good member.
 5. He used to be a branch president.
 6. This tie was his.
 7. Cambodia was a very poor country.
 8. I'm sorry, it was my fault.
 9. It will be a wonderful opportunity.
 10. She will be her visiting teacher.
- B. 4d. Say the following sentences out loud in Cambodian. Focus on using ជា as you talk about "in a language." Using "នៅ" or "ត្រូវ" is not correct; do not try to use English grammar when you are speaking Cambodian. Instead always strive to express yourself in Cambodian without first translating your thoughts. Check your answers.
1. You will prepare to preach the gospel in the Cambodian language.
 2. We can teach you in Cambodian or in English, whichever one you know better.
 3. This Book of Mormon is in English but we will give you one in Cambodian.
 4. President bore his testimony in Cambodian last Sunday.
 5. He speaks in Vietnamese and then I translate it into Cambodian.
 6. When we're at the house, my companion and I agreed to only speak English.



Listening

- C. Throughout one day, write down in your planner or wordbook 20 sentences when a native speaker uses a form of the "to be" verb. During language study the next day, examine how they used each form. Record in a notebook the patterns that you see.
- D. 4a-b. Ask native speakers when they would use ផ្សេងៗ vs. គីជា. Listen to which situations they tell you about when they use those words. Record what you learn in a notebook. Write down five sentences for each form of the "to be" verb, based off the situations and usages that the native speakers told you about. The next time you see them, ask them to review the sentences that you wrote down.



Reading

- E. Read the first, third, and last paragraph of the section entitled "Your Commission to Teach the Restored Gospel of Jesus Christ" found on pages 1 and 2 in your Cambodian *Preach My Gospel*. Lightly underline each use of a "to be" verb with a pencil as you read these three paragraphs. Go back and reread out loud each sentence with an underlined word. Ask yourself why each sentence used that particular form of the "to be" verb. Identify the usage situation of each "to be" verb.

Remember that sometimes different forms of "to be" verbs are used because of the speaker's preference, not because they necessarily convey a different meaning. For example: "I am a child of God" could be said "ខ្ញុំគីជាកូនរបស់ព្រះ" or "ខ្ញុំជាកូនរបស់ព្រះ" or even "ខ្ញុំគិតិកូនរបស់ព្រះ" .

4 To Be Verb

- F. On lds.org search for the word ជា in the Book of Mormon. Observe where the word ជា is used by itself and where it is used in tandem with គឺ or another verb, such as ត្រូវឱ្យ or ត្រូវយក. In a notebook, write down any unusual usages that you see. Ask a native speaker why the word ជា was used in that way.

Writing

- G. Translate the following sentences. Choose the correct form of the “to be” verb. There may be more than one way you can translate each sentence. Check your answers with the answer key.

For example: My mother is a Sunday School teacher. អ្នាយខ្មែរជាអ្នកគ្រប់គ្រងសាលាដៃអាជីព។

- | | | |
|---|---|--|
| 1. I am a Cambodian. | 2. That man is the branch president. | 3. The Holy Ghost is our companion if we are righteous. |
| 4. My companion is tall. | 5. My shirt is white. | 6. He is always happy when he is working hard. |
| 7. After the mission, I want to be a doctor. | 8. This is the Book of Mormon. | 9. I know that the Book of Mormon is true |
| 10. The thing I love the most about the mission is that I can help others come unto Christ. | 11. This is the Bible. | 12. God is our loving Heavenly Father. |
| 13. The sun is bright today. | 14. The Atonement of Jesus Christ is for everybody. | 15. What would be much better is reading in the scriptures every day. |
| 16. We are missionaries of The Church of Jesus Christ of Latter-day Saints. | 17. The priesthood is the power of God. | 18. There is only one true church, which is The Church of Jesus Christ of Latter-day Saints. |
- H. Using the same sentences from activity G, practice negating “to be” verbs. On the same piece of paper that you used for activity G, rewrite the sentences that you translated, but with opposite meanings. Be sure to use មិនមែនជា if you are directly negating a “to be” verb. Check your answers with the answer key. Afterwards, think of ways that you could respond if someone you teach used one of those negative sentences, such as “I know that the Book of Mormon is not true.” Practice patiently helping others resolve their doubts and concerns.

For example: I know that the Book of Mormon is true. → Negate the original meaning. ទីផ្សារថា ពេលមិនមែនជាការពិភាក្ស់។ → Come up with an appropriate response such as an inspired question.

- I. Determine if the following English sentences that use a “to be” verb would need a “to be” verb in Cambodian. Write down the correct Cambodian translation, including the correct “to be” form (as needed), on a separate sheet of paper. Check your answers.

For example: “President is calling you.” Doesn’t need a “to be” verb = “ប្រធានកំពង់តែខ្លួនខ្លួន”

- | | |
|---------------------------------|---|
| 1. Today is Sunday. | 2. My name is Sister Smith. |
| 3. It is raining. | 4. The mission is hard work. |
| 5. It is nice to meet you. | 6. How was church? |
| 7. Jesus Christ is alive today. | 8. He is so happy to become a member of the Church. |
| 9. It is time to go. | 10. This is my companion. |

Companion



Speaking

- J. 4b-c. Between you and your companion, write down a list of 10 things that you “are.” For example, you are a missionary, a disciple of Jesus Christ, a member of the Church, and a human being. Then, switching off between you and your companion one sentence at a time, use each of those words in a sentence that uses the concept of “**ក្នុងនាមជា**.” These sentences could be either inclusive or exclusive (you could use either “I” or “we”).

For example: “Disciple of Jesus Christ” - **ក្នុងនាមជាអ្នកដៀរគម្រោះយេស៊ូវគ្រឿស្ស
យើងគួរតែបច្ចុប្បន្នតិចបស់គ្រប់។**

- K. 4b-c. Explain the roles of the following Book of Mormon prophets to each other. Talk about who they were, what they did, and why they were significant. Be conscious of your use of the different forms of “to be.” Help correct each other as needed.

- | | |
|-----------------------|-------------------------|
| 1. Lehi | 2. Alma the Younger |
| 3. Nephi, son of Lehi | 4. Samuel the Lamanite |
| 5. Jacob | 6. The Brother of Jared |
| 7. King Benjamin | 8. Ether |
| 9. Mosiah | 10. Mormon |
| 11. Abinadai | 12. Moroni |



Listening

- L. 4b. Go through your area book with each other. Talk about what each person you teach does for a living. Use **ដើម្បីជា** as appropriate. Discuss in Cambodian each person’s needs and how you can better adjust your teaching to them and their day-to-day lives.

- M. 4b. There are several different forms of the word “to become.” Instead of just saying **ត្រូយជា** you could also say **ព្រំត្រូយជា** **ត្រូយដូចជា** or **ទៅជា**, or you could even combine several different forms, such as **ព្រំត្រូយដូចជា**. Practice using the verb **ត្រូយជា** by discussing with your companion in Cambodian what we can become through the Atonement of Jesus Christ. Come up with 10 sentences that use a form of **ត្រូយជា**.

For example: **តាមរយៈជង្វាយធ្លននៃគ្រោះយេស៊ូវគ្រឿស្ស
យើងអាចត្រូយជាក្នុងប្រុសដ៏ល្អជាងមុន។**

- N. 4a. Practice defining a term or principle for an investigator. First explain the principle using the “to be” verb. Define what it is, and define what it is not. Then check for understanding by asking your “investigator” to define the term or principle in his or her own words. As you and your companion take turns, help each other correctly use “to be” in your speech. Feel free to pause and ask for feedback or discuss together the best way to express your thoughts and feelings.



Reading

- O. 4a. Read Doctrine and Covenants 18:10 with each other. Discuss why **តិច** was used between a noun and adjective. Then write down five sentences that use **តិច** in the same way as in the verse. Share your sentences with each other and discuss.



Writing

- P. Practice using the words “truly” and “certainly” in Cambodian. In your notebooks, write down 10 sentences each that use those two words (**ពិតជា** and **ប្រាកដជា**). Come up with sentences that use them to talk about nouns (“He truly is a prophet”), verbs (“He truly was called of God”), and adjectives (“This truly is blue”). Share the sentences that you wrote down with your companion.

Group



Speaking

- Q. 4a-c. Imagine you are talking to a woman on the street. The woman asks you, "Who is God? What is He like?" Practice how you would explain God's attributes and characteristics to this woman. Come up with 10 sentences that use a "to be" verb to do this. Practice saying these sentences out loud.
- R. In your district, split into groups of two companionships per group. One companionship will teach the other companionship about the section entitled "The Restoration of the Gospel of Jesus Christ through Joseph Smith" at the end of lesson 1. Be cognizant of your usage of "to be" verbs as you talk about Joseph's experience in searching for truth and the blessings that resulted from it. Teach the principle in three minutes, have the other companionship give you feedback, and then teach it again. Switch roles with the other companionship when you finish. Afterwards, as a district, help answer questions about using "to be" verbs that came up as you taught.

Close-Ended Questions

Examples

Will you be baptized?	តើអ្នកយល់ប្រមិន្តូលបុណ្យប្រមិជទីកដើម្បីទេ ?
Did you begin reading the Book of Mormon?	តើអ្នកចានចាប់ផ្តើមអាជីវកម្មព្រះគម្ពុជាអីយប្រឡេទេ ?
So you feel that . . . Is that right?	ជីថ្យេះអ្នកមានអារម្មណ៍ថា...មែនទេ ?
How are you?	តើអ្នកសុខសង្ឃារ៉ាទេ ?
Do you believe in God and Jesus Christ?	តើអ្នករៀលឱ្យព្រះនិងព្រះយេស៊ូវគ្រឿសុ ដើម្បី ?

Beijing

Explanation

A closed-ended question is a question with a limited number of possible responses. A good example of this is the yes-no question. As a missionary you will use closed-ended questions to extend invitations and follow-up with your investigators. Pay close attention in this section because Cambodian question structure is different from what you may be used to in English.

Yes-No Questions

5a

Asking a yes-no question is made up of three parts:

1. Start your question with the beginning question-particle ເຖິ.
 2. Make the statement form of your yes-no question.
 3. End your question with the ending question-particle ແກ.

The word ເຖິງ indicates to your listener or reader that this sentence is a question. It is often dropped by native speakers. The word ແລ້ວ indicates the end of the question. The statement form of your yes-no question is created by changing your question into a regular sentence. If your yes-no question was:

Will you go to church?

Then the statement form of your yes-no question would be:

You will go to church.

Here is a table with many yes-no questions and their corresponding statement forms to help you to see the pattern.

English Yes-No Question	Statement Form	Cambodian Yes-No Question	
Is the Church true?	The Church is true.	តើ	The Church is true ទេ?
Will you read the scriptures?	You will read the scriptures.	តើ	You will read the scriptures ទេ?
Is he our investigator?	He is our investigator.	តើ	He is our investigator ទេ?
Can you find time to pray today?	You can find time to pray today.	តើ	You can find time to pray today ទេ?
Are you from Cambodia?	You are from Cambodia.	តើ	You are from Cambodia ទេ?
Do you sell bananas?	You sell bananas.	តើ	You sell bananas ទេ?
Is she your child?	She is your child.	តើ	She is your child ទេ?

In English we change the word order of our sentence to create a question. Looking at the table above, all of the bold words are moved to the front of the sentence to create the question form in English. Cambodian yes-no questions are even simpler. The word order between a question and a statement does not change. This makes the addition of the beginning and ending questions particles តើ and ទេ very important, especially for beginning speakers. When used in this way ទេ will have a rising intonation, like the end of an English question. These question particles are the only clue you can give your listeners that you are actually asking a question.

Examples				
តើ	Subject	Verb	Object	ទេ?
តើ (?)	បង You	ចង់រោន want to learn	អំពីព្រះយេស៊ូគ្រីស់ about Jesus Christ	ទេ? no?
<i>Do you want to learn about Jesus Christ?</i>				
តើ (?)	ខ្លោះ I	អាចប្រចិត្ត can repent	ពីអំពីបាបរបស់ខ្លួន from my sins	ទេ? no?
<i>Can I repent of my sins?</i>				
តើ (?)	ដង្ហាយធ្វើននៃព្រះគ្រីស់ Christ's Atonement	មាន has	សារៈសំខាន់ដល់ខ្លួន importance to me	ទេ? no?
<i>Is Christ's Atonement important to me?</i>				
តើ (?)	ខ្លោះ I	នឹងឱ្យក្រុង will see	ក្រុមគ្រួសារបស់ខ្លួនបាទពីជីវិតនេះ my family after this life	ទេ? no?
<i>Will I see my family after this life?</i>				

There are many other ending question particles that are frequently used in Cambodian. Each of these particles, when used, conveys a slightly different meaning or tone of respect in your question. Be sure to study these and practice when they should or shouldn't be used.

Yes-No Ending Particle	Meaning/Usage
ទេ	A generic question marker ("No?").
អេ, អើ, អែស	Informal question marker; a shortened form of ទេ.
អត់	Also an informal form, often used when speaking to those younger than you. Frequently used informally between close friends.
មែនទេ, មែន	"Isn't that right?" Cannot be used with តើ.
ដើរប្បទេ	Stronger, more formal form. Requires a direct answer. Typically used in official documents or when extending an invitation.
ដើរប្ប	Shortened form of ដើរប្បទេ with similar meaning.

Generally speaking, ទេ is sufficient for most cases. However, if you wanted a firm response from an investigator, or you are needing to confirm something someone said, you may find use for these other forms as well. While missionaries typically wouldn't use the less respectful forms of this end particle, it is helpful to mention them so you will recognize them when you hear them every day.

Responding to Yes-No Questions

- 5c The preferred way to say yes to a yes-no question is to say the verb of the question. The negative response is given by negating the verb of the question. (See section 11 for more on negating a verb)

Examples

Question	Answer (Yes)	Answer (No)
តើបងចង់រៀនអំពីប្រព័ន្ធសិក្សាឌីសុទេ ? Do you want to learn about Jesus Christ?	ចង់ want	អត់ចង់ទេ don't want
តើខ្ញាំរាជប្រចិត្តអំពីបាបបេសខ្ញាំបានទេ ? Can I repent of my sins?	ប្រចិត្តបាន can	អត់បានទេ can't
តើដ្ឋាយចូននៃព្រះគ្រឿសុមានសារសំខានជលខ្ញាំទេ ? Does Christ's Atonement have importance to me?	មាន has	អត់មានទេ doesn't have
តើខ្ញាំនឹងយេត្តក្រុមគ្រួសខ្ញាំបន្ទាប់ពីនីវតនេះទេ ? Will I see my family after this life?	នឹងយេត្ត will see	អត់យេត្តទេ won't see

The generic yes (បាន/ចាត់) and no (អត់ទេ) responses are also accepted, though not as commonly used. If they are used, they are typically used with a complete sentence. For example: "Yes, you will see your family after this life." They are often used as words of acknowledgement to show that you are listening or that you agree with what is being said. They are also used to show politeness. As a general rule, when a sentence begins or ends with បាន or ចាត់, it sounds more polite. បាន and ចាត់ can also be used to mean "no" when accompanied with ទេ. For example, បានទេ or បានអត់ទេ.

Yet? ហើយប្រឡេ? - Already or Not Yet?

- 5d Another type of closed-ended question is the "yet" question. The grammar of a "yet" question is identical to a yes-no question.
1. Start your question with តើ (the question particle).
 2. Make the statement form of your "yet" question.
 3. End the question with the phrase ហើយប្រឡេ.

Examples

តើ	Subject	Verb	Object	ហើយប្រឡេ ?
តើ (?)	អ្នកមីង You (young aunt)	បានពិសា have eaten	បាយ rice	ហើយប្រឡេ ? already or not?
Have you eaten (rice) yet?				
តើ (?)	តាត់ She	បានអធិស្ឋាន has prayed	--	ហើយប្រឡេ ? already or not?
Has she prayed yet?				
តើ (?)	តាត់ He	បានទិញ has bought	ក្រក់តែកម្មយ a tie	ហើយប្រឡេ ? already or not?
Has he bought a tie yet?				

The term ហើយប្រឡេ is sometimes shortened to ហើយនៅ or just នៅ in less formal speech. The phrase ហើយប្រឡេ, though less common, is also accepted.

Responding to “Yet” Questions

5e In general, the response to indicate yes to a “yet” question is the word ហេីយ (“already”). Use នៅ or អត់ទាន់ to say “not yet.” It is also common to see these responses combined with the verb of the question.

ហេីយ - already (sometimes this is repeated for emphasis)

បានហេីយ - already complete

នៅ - not yet

អត់ទាន់ - not yet

Examples

Question	Answer (Yes)	Answer (No)
តើអ្នកមិនបានពិសាទាយហេីយប្រឡេនៅ ? Have you eaten (rice) yet?	ហេីយ already	នៅ not yet
តើគាត់បានអធិស្ឋានហេីយប្រឡេនៅ ? Has she prayed yet?	ហេីយប្រឡេនៅ already	អត់ទាន់ not yet
តើគាត់បានទិញក្រោកតែកម្មយហេីយប្រឡេនៅ ? Has he bought a tie yet?	ទិញហេីយប្រឡេនៅ already bought	អត់ទាន់ទិញទេ haven't bought it yet

There are also other ways to shorten and change your responses to “yet” questions. Though these will not be discussed in this section, some activities in this section will help you to identify and practice these various forms of responding to yet questions. In all these cases, the grammar is the same.

Remember

- Cambodian question and statement structure are the same, all you need to indicate a question is the question particle តើ.
- When responding to yes-no questions it is most common to respond with the verb of the question.
- When greeting others, asking them if they have eaten yet is a polite way to start a conversation.

Pattern Practice

តើ (question)	បងប្រស older brother	ប្រុប to eat	បាយ rice (food)	ហេីយប្រឡេនៅ? already or not yet?
តើលាស្រី/ស្សីស្រី				
Elder/Sister		រៀបចំ to prepare	មេរោន	
លោកពុ				
younger uncle		អាន	កូនឈោរភោ	
បងប្រី	យល់ព្រម	ទទួល	បុណ្យប្រមួជីក	(ដែរបុ)ទេ?
older sister	to understand/accept	to receive	baptism	yes or no?
អ្នកមិន	ឆ្លាប់	ព្រៃន	អំពីព្រះយេស៊ូវគ្រឿស្ស	ទេ?
younger aunt	have personally		about Jesus Christ	yes/no?
អំប្រស		ឆ្លែង	អំពីគោលបំណងនៃជីវិត	
older uncle			about purpose of life	

Activities

Personal



Speaking

- A. 5b. There are several different ending particles that you could use to ask a yes-no question in Cambodian. Ask these basic questions out loud in several different ways in Cambodian by only changing the ending particle. See how many ways you can phrase each question. Determine which forms would be the most fitting for each situation.
- | | |
|--|--|
| 1. Do you believe in God? | 2. Do they sell fish at the market? |
| 3. Do you think we should teach him about tithing? | 4. This book comes from God, doesn't it? |
| 5. Is the bishop home right now? | 6. Will you be baptized? |
| 7. Can we meet you tomorrow morning? | 8. These are your scriptures, right? |
| 9. Do you want to go visit Ming Vanna? | 10. Do you like Cambodian food? |



Listening

- B. 5d. Throughout the day, write down 10 questions that you hear a native ask that use the word "yet." During language study the next day, review the questions you heard. How casual or formal does each question seem? Record what you learn in a notebook.
- C. 5a,d. Cambodians frequently insert the word មាន in questions, which helps convey a meaning somewhat similar to "Have you happened to . . .?" in English. For example: "តើដើលខើរមានទៅផ្ទះអ្នកមីងតាមបាត់មុនទេ?" has a meaning similar to "Did you happen to go to Ming Kunthea's house last week?" Throughout the week, write down 10 questions that you hear natives ask that have the word មាន placed before a verb. Next to each question you write down, write the same questions but without the word មាន. Read both versions of each question out loud. How do you think the meanings of the two versions are different from each other? Are they different? Write down what you notice in your notebook. Ask a native to check if you are understanding the meaning correctly.



Reading

- D. Read the last three paragraphs on page 188 of the Cambodian *Preach My Gospel*, beginning with the paragraph that starts, "ការស្រស់នូវគ្រឹះនៅពេល . . ." and ending with "...និងការខ្សោយប័ណ្ណជាអ្នកដើរប៉ុណ្ណោះ" As you read, pay attention to what constitutes an effective question. Be aware that close-ended questions, while incredibly useful, can also be used very ineffectively while teaching. In your study journal, write in Cambodian what you have learned from this page in *Preach My Gospel* about asking effective close-ended questions. Write down five effective close-ended questions in Cambodian. Rewrite each of those questions three different ways. Which version of each question do you feel like is the most clear? Circle that and plan to use it in a lesson.
- E. 5a-b. Memorize the seven baptismal interview questions. You can find a list of them in your Cambodian *Preach My Gospel* or in the first few pages of your missionary planner. It may be helpful to work on memorizing just one question per day. Longer questions like number five may take more than one day to memorize. As you memorize and practice asking the questions, work on making your voice sound natural, rather than robotic. Ask your companion for help.

5 Close-Ended Questions

**Writing**

- F. Write out responses to the following “yet” questions. Try and use a variety of ways to answer, (such as នៅ អត្ថទាន់ ហើយ បានហើយ etc.) rather than answering the same way every time.

For example: តើដើលខើមានឡើដឹងឱ្យខ្សែទេ ? → មាន ។ / អត្ថមាន ។

1. តើដើលខើចង់ហូបបាយនៅផ្ទះមិនដឹងរបួនទេ ?
2. តើសុំស្មើរបាកខោកវេទេទេ ?
3. ក្នុងចេះភាសាឌ្លារដឹងរបួន ?
4. តើយើងគូរតែពើតាមព្រះទេ ?
5. តើព្រះវិហារមានម៉ាសីនត្រជាក់ទេ ?
6. តើបងិយល់ព្រមកាន់តាមច្បាប់សុខភាពរបស់ព្រះដឹងរបួន ?
7. តើដើលខើនីេកង់ទេ ?
8. តើលោកតារស្រីត្រូវក្នុងថែទេ ?
9. លោកពួនិងទៅព្រះវិហារថ្វីអាចទូរទៅដឹងរបួនទេ ?
10. តើបូនង់ទៅលើព្រះយេស៊ូវ្រីស្សដឹងរបួន ?
11. សុំស្មើច្បាប់គូរត្រូវក្នុងថ្វីដឹងរបួនទេ ?
12. តើអីចង់រស់ជាមួយក្រុមគ្រូសាធារណៈរៀបចំនៃទំនាក់ទំនងនៅក្នុងថ្វីទេ ?
13. តើសុំស្មើរមានយើង្ហានត្រូចមួយនៅខាងដើម ព្រះវិហារទេ ?
14. ដើលខើវិកម៉ាក់ចាំទេ ?

- G. Write out responses to the following “yet” questions. Try and use a variety of ways to answer, (such as នៅ អត្ថទាន់ ហើយ បានហើយ etc.) rather than answering the same way every time.

1. តើបងិយាយដីពួកទីពាណិជ្ជកម្មនៅ ?
2. សុំស្មើហូបបាយនៅ ?
3. តើដើលខើរបាសសំភាតផ្ទះបាយហើយទេ ?
4. តើលោកពួនង់រៀបចំខ្លួនដើម្បីទូលាបាច់បុណ្យប្រាប់អីកហើយបុន្ថែ ?
5. តើពួកដើលខើសុំស្មើរដោកដែលការណ៍របួនទេ ?
6. ប្រធាននិតចប់នៅ ?
7. តាត់ចេញបេសកកម្មហើយបួន ?
8. បងស្រីទៅដឹងព្រះវិហារនៅ ?

Companion**Speaking**

- H. Practice using បាន or មាន in your responses to the following scenarios with your companion. Switch roles every other scenario, as one missionary pretends to greet the other or ask the other a question, and the other missionary tries to speak politely using បាន or មាន.

For example: Greeting លោកពួនិភាព → បាន/មាន ដំរើស្អែកពួនិភាព

1. Thanking អ្នកដឹងសុជល for dinner.
2. Answering the phone.
3. Someone asks you if that building is a Mormon chapel (it is).
4. Someone asks you if that building is a Mormon chapel (it is not).
5. Someone asks if you're close to finishing your mission yet.
6. Someone asks, "Do you like fish?"
7. Someone turns the time over to you for you to quickly introduce yourself.
8. បងស្រីណ្ហូណ្ហូ asks, "Is the Book of Mormon really true?"
9. Someone asks you if you are Cambodian.
10. Someone asks if you've eaten rice yet.
11. Someone tells you something but you didn't hear everything they said.
12. Someone asks if you have read the whole Book of Mormon yet.

- I. Come up with 10 questions that use the words “មែន” or “មែនទេ” in order to ask questions that seek to confirm a fact. Ask your companion the questions and have them answer using words such as “ប្រើប្រាស់,” “ត្រូវប្រើប្រាស់,” or “មែនទេ.” Then switch and have your companion ask you ten “right?” questions.

For example: លោកតុមានក្នុងផ្ទាក់មែនទេ? → ប្រើប្រាស់ខ្លួនក្នុងផ្ទាក់។

- J. Play the game 20 Questions with your companion. One of you will choose a person, place, or thing (that relates to missionary work or Cambodia). The other missionary is allowed to ask 20 close-ended questions in order to try and determine what the other missionary is thinking of. Use as many forms of a close-ended question as you can when you play. Switch roles once the first player has asked all 20 questions.



Listening

- K. Get to know your companion better. Ask him or her about what they like to do using only close-ended questions. Ask 10 questions, and then switch.
- L. 5b. If you have a native companion or a companion who has been on his or her mission a significant amount of time, ask him or her to explain to you in Cambodian the difference between the different forms of close-ended questions, such as ដើរប្បទេ, ទេ, ដើរប្ប, and មែនទេ.



Reading

- M. Read Alma 5:6–30 with your companion, alternating the reader every two verses. As you read, pay special attention to how Alma’s questions are worded. Discuss with each other which forms of close-ended questions you saw as you read. What connotations do the different forms used in this passage of scripture deliver to the reader?



Writing

- N. Brainstorm with each other what you think the most common close-ended questions are that investigators ask you when you teach about the plan of salvation. Record the questions you think of in your notebooks. Discuss with each other how you can better respond to each question in order to help the investigator understand better. Write down your thoughts in your notebook.

Group



Speaking

- O. With a group, imagine that you are in a busy Cambodian market. You are attempting to contact the people who are walking around. The older missionary (by age) in each companionship will be “the missionaries” in this scenario first. All the other missionaries will just be people walking around the market. The “missionaries” should try and get a conversation going with several of the “strangers” walking around. The missionaries need to grab a stranger’s attention, find out a need that he or she has, and invite the “stranger” to learn about the gospel by promising him or her blessings that relate to the need that the missionaries have learned the stranger has. Use a few brief close-ended questions. The missionaries need to keep each contact to two minutes or less and attempt to get the person’s contact information and set up a return appointment. After each missionary has contacted four people, switch roles.



Listening

- P. With a group, have all the native Cambodian speakers pretend to interview non-natives for baptism. You can skip question four. Those being interviewed should pretend that they are one of the investigators whom they are teaching. Think about how prepared your investigators really are for baptism. Think of topics or concepts that each investigator might not completely understand yet. How well does he or she understand what it means to repent? Write down in a notebook what you feel. Discuss and make plans to adjust your teaching for that person as needed.

Asking Who and What

Examples

What is your name?	តើអ្នកណាមី ?
What else do we need to do this week?	តើយើងត្រូវធ្វើដែលយើងអាចអញ្ចប់ឡើងទៅបាន ?
Who else can we invite to come to church?	តើមាននរណានៅទីតាំងដែលយើងអាចអញ្ចប់ឡើងទៅប្រើបាន ?
What was difficult about it for you?	តើមានការលំបាតកម្ពុជាបែងចែក ?
Who else can we invite to hear our message?	តើមាននរណានៅទីតាំងដែលយើងអាចអញ្ចប់ឡើងសារពិចិត្តរបស់យើង ?

Explanation

Questions regarding “who” and “what” are part of the family of open-ended questions. An open-ended question has an almost limitless number of possible answers. Typically any question not limited to a yes-no response is considered an open-ended question.

6a

Basic Question Structure

In Cambodian the question words “who” and “what” may appear anywhere in the sentence where you can use a noun. In other words, who or what you are asking about can appear as the subject or the object of your phrase. This deviates from English, in which the question word will almost always appear at the start of your sentence or phrase.

A good practice is to simply place your question word where the desired information would go. As with close-ended questions, “who” and “what” questions also use the តើ beginning question particle.

តើ	Subject	Verb	Object	តើ	Subject	Verb	Object
តើ	អ្នកណា	ស្រួលព្យូរ	ព្រះ ?	តើ	ព្រះ	ស្រួលព្យូរ	អ្នកណា ?
Who loves God?				Who does God love?			

These two questions use the exact same words. In fact, their only difference is that the words អ្នកណា and ព្រះ are switched. However, these two sentences convey two very different questions. Be cautious as you formulate questions in your head to ensure that you place the question word in the correct place.

តើ	Subject	Verb	Object
តើ	អ្នកណា	ត្រូវការ needs	ជំនួយ ? help ?
Who needs help?			
តើ	មានអ្នក	នឹងជួយ will help	យើងចងចាំព្រះគីស្ស ? us remember Christ ?
What will help us to remember Christ?			

In these two examples you can see that the question word comes first in the sentence. In other words, these examples are asking about the subject of the sentence—who is needing help and what is helping us. In both cases the thing we are asking about is doing the action, so it appears at the start of your sentence, as the subject, in basic subject-verb-object (SVO) format.

In the second example above, when the question word អ្នក is used at the start of the sentence, it can sometimes sound abrupt. To give your “what” question greater fluency, say មានអ្នក or អ្នកទៅ. Listen to native speakers as they use these two phrases. Try to use these phrases in similar circumstances to evoke the same tone and meaning.

តើ	Subject	Verb	Object
តើ	ខ្លួន I	អាចជួយ can help	អ្នកណា who?
Who can I help?			
តើ	ខ្លួន I	អាចធើ can do	អ្នក what?
What can I do?			

In these two examples the question word comes at the end, as the object. This is consistent with what we have learned about the SVO sentence structure. In other words, the question is about the thing or person that is receiving the action. Someone is receiving the help or something is receiving the doing.

Notice the different placement of the question words in Cambodian and English. In Cambodian we keep the object at the end of the question, even when it is the question word. In English we tend to move the question word to the start of the sentence. English does this to help listeners know that they are hearing a question. In Cambodian this is unnecessary, thanks to the placement of the beginning question particle តើ.

It is also very common to see a prepositional phrase before or after your question. Below are the same four examples as before, only this time with a prepositional phrase added to each one. Pay attention to where the question particle តើ, the question word (“what” or “who”), and the prepositional phrase appear in the question.

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តើ	Subject	Prep Phrase	Verb	Prep Phrase
តើ	អ្នកណា Who	នៅតំបន់យើង in our area	គ្រការដែនូយ needs help	ពីយើង from us
Who in our area needs help from us?				

តើ	Sub	Verb	Object	Prepositional Phrase
តើ	អ្នក What	នឹងជួយ will help	យើងចងចាំប្រះពីស្តុ us remember Christ	ពេលយើងអត់នៅប្រះវិហារ when we aren't at church
What will help us to remember Christ when we aren't at church?				

Prep Phrase	តើ	Sub	Verb	Object	Prep Phrase
បន្ទាប់ពីខ្សោះបេញពីផ្ទះ: After I leave from house	តើ	ខ្លួន I	អាចជួយ can help	អ្នកណា who	មុនភាសាបេលថ្វីត្រូវ before lunch
After I leave the house, who can I help before lunch?					

តើ	Sub	Verb	Obj	Prepositional Phrase
តើ	ខ្លួន I	អាចធើ can do	អ្នក what	ដើម្បីផ្តល់ប្រាកប្រើបានសម្រាប់ពេលដែលផ្តល់ថ្មី to change my attitude towards my companion
What can I do to change my attitude towards my companion?				

6 Asking Who and What

Sometimes it can be difficult to know where to put everything once your questions become more complex. Remember, in each of the examples above, the basic question structure stayed the same, despite whatever was added on.

6c Listed below are other words used to express “who” and “what” in Cambodian. Their usage is identical to the usage demonstrated above. In most cases picking the right word is just a matter of preference or popularity in a particular province.

អ្នកណា	Who/which person
អ្នកណាគេត	Who/which one of them
(ពី)ណាគេត	Shortened form of អ្នកណាគេត
នរណា	Who/which person
អ្នក	What
អ្ន	Shortened form of អ្នក
ស្តី	What (informal/rude)
អីគេ/ស្តីគេ	Colloquial form of “what” (informal)

Responding to “Who” and “What” Questions

6d Responding to a “who” or “what” question is easy. Simply respond with the desired information. If you want to respond with a complete sentence, replace the question word from the question with the desired information, and you are done.

Examples		
Question	Short Answer	Full Sentence Answer
តើអ្នកណាប្រធានការដំឡូយ ? Who needs help?	ប្រធានបេសកកម្ម <i>The mission president.</i>	ប្រធានបេសកកម្មប្រធានការដំឡូយ ។ <i>The mission president needs help.</i>
តើអ្នកណានឹងជួយយើងចងចាំព្រះ គ្រឿស្ស ? What will help us remember Christ?	ផ្ទាកលេខាងបស់អ្នក <i>Your nametag.</i>	ផ្ទាកលេខាងបស់អ្នកនឹងជួយអ្នកចងចាំព្រះគ្រឿស្ស ។ <i>Your nametag will help you remember Christ.</i>
តើខ្ញុំអាចជួយអ្នកណា ? Who can I help?	ដៃគូបេស់អ្នក <i>Your companion.</i>	អ្នកអាចជួយដៃគូបេស់អ្នក ។ <i>You can help your companion.</i>
តើខ្ញុំអាចធ្វើឱ្យ ? What can I do?	អធិស្តាន <i>Pray.</i>	អ្នកអាចអធិស្តាន ។ <i>You can pray.</i>

Another way to respond to questions like these is to restate the question with the question word first and then add the word ដែល (this may require you change the question to passive voice; for more on passive voice see section 16). Then use the “to be” verb តើ to connect the question to the answer.

Examples			
Restate the Question		នឹង	Answer
អ្នកដែលគ្រែរការដំឡូយ The person who needs help		នឹង	ប្រធានបេសកកម្ម ។ the mission president.
អ្នកដែលនឹងដួយយើងចងចាំព្រះគ្តិស្ស The thing that will help us remember Christ		នឹង	ផ្ទាក់លោងៗបស់យើង ។ our nametags.
អ្នកដែលខ្ញុំអាចជួយ The person who I can help		នឹង	ដែគូបស់ខ្ញុំ ។ my companion.
អ្នកដែលខ្ញុំអាចធ្វើ The thing I can do		នឹង	អធិស្សាន ។ pray.

Being

Pattern Practice

តើ (question)	ព្រះយេស៊ីវគ្តិស្ស	តើជា	អ្នកណា ?	
	ត្បូនា ទីនៃសាសនា role of religion	តើជា is	ម្លឺ ? what?	នៅក្នុងដីវិតបស់បង in your life?
	បងប្រស older brother	មាន (មិន/អត់) (negator)	សំឡូរ question	(ទេ) (negator)
	ឈើលខីរ/សីលីរ Elder/Sister	បង្កែវ to teach	កញ្ចប់ concern	
តើ (question)	អ្នកណា	តើជា	ព្យាការី?	ឥឡូវនេះ now
	អ្នក	នាំមក	សុភមណ្ឌល?	នៅក្នុងដីវិតនេះ in this life
	អ្នក	ជួយ	បងប្រស	រក
				សេចក្តីសុខសាន់

Activities

Personal

Speaking

- A. 6a-c. Practice asking for a referral out loud. Think about how you could best form a question that uses the word "who." Remember that your goal is to help the investigator or member feel a desire to direct you to one of their friends, relatives, or neighbors, so ensure that your choice of words and tone of voice is encouraging, motivating, and comforting.
- B. 6a-c. Think about one of the lessons that you will be teaching today. Brainstorm all of the "what" questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the gospel, some "what" questions might be "What are scriptures?" "What is the priesthood?" or "What will you be teaching me about today?" Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.

Listening

- C. 6a-c. In a wordbook or in your planner, list as many different ways as you can think of to ask "who" in Cambodian. Throughout the week, keep a tally of how many times you hear a native use each form of the question. At the end of the week, see which forms of the question people used the most. The way people ask "who" can vary greatly depending on what part of Cambodia you are in. Repeat this activity in every area you serve in to help you get a grasp on the local vernacular. Record your findings in your wordbook or journal.

Reading

- D. Read Alma 22:15. Pay attention to the use of អី in questions as well as in statements in this verse. Write out in Cambodian how you would personally reply to the king's questions if they were asked by one of your investigators.
- E. 6a. Read the titles of chapter 1 and chapter 5 in *Preach My Gospel*. How are the forms of the questions in these two titles different from each other? Rewrite both of them in the opposite format. For instance, if one has the word "what" at the beginning of the question, rewrite the question so that "what" now appears at the end. Is there a difference in connotation if the "what" appears at the beginning or end? Record your thoughts in your journal. Ask a native what he or she thinks about it.

Writing

- F. 6d-e. The statements listed below are answers to questions. What questions would you have asked to elicit these answers? On a separate sheet of paper, write the question that corresponds with the given answer. Do not use the same form of "who" for every question you write down. Alternate between the different words for "who" that were outlined in the explanation. If possible, use who to ask about both the subject and object of the sentence. Note that these statements below could have multiple corresponding questions.

For example: Veasna knows that the Book of Mormon is true. → អ្នកឃាតដឹងថា ព្រះតម្យរមរមនគឺជាការពិត ?

1. Bishop has the keys to open the church building.
2. I read the last verse.
3. Vireak will be baptized next week.
4. The sisters taught Om Navi.
5. I want the bishop to baptize me.
6. Jesus Christ performed the Atonement for you.
7. Heavenly Father sent His Beloved Son to the earth.
8. Russell M. Nelson is the prophet today.
9. We could meet Sophea at three o'clock.
10. These are Kunthy's scriptures.

- G. 6a-c. Translate the following questions asking “what.” Do not use the same form of “what” for every question you write down. Determine which form of the word “what” would be the most appropriate for each question.

For example: What are you doing? តើអ្នកកំពុងវេចធ្វើ?

1. What is faith?
2. The gospel of Jesus Christ includes what principles?
3. What is this?
4. What do you hope to get from meeting with us?
5. What can we do to improve our service this next week?
6. What verse stood out to you in that passage?
7. What? (Asking someone to repeat something)
8. What is your name?
9. What religion do you follow?
10. What did you say?

Companion



Speaking

- H. Use “who” questions to quiz each other over the area book. Each of you take turns asking the other about a record in the area book. The other person has to respond by describing that person and his or her current status. Alternate between different forms of the question “Who?” to improve your abilities. This activity should help you review the concept of asking “who” as well as learn your area book better. Repeat this activity every time you get to a new area.
- I. Practice getting to know someone. Have your companion pretend to be one of his or her best friends from back home who isn’t a member of the Church. Ask questions that use “who” or “what” to get to know this person and to find out what needs he or she has. After you are done, switch with your companion. Now you will pretend to be one of your best friends, and your companion will try and get to know your friend.



Listening

- J. Watch *The Restoration* video (20 min.) in Cambodian. Write down all the “who” and “what” questions you hear on a piece of paper. Highlight the questions that were asked in a way that you’ve never heard before. Practice asking out loud all the questions you wrote down.
- K. With your companion, practice speaking on the phone. Your companion will pretend to be a referral given to you by a member. Use “who” and “what” questions to ensure that you are speaking to the correct person and to learn a little bit about that person as well. Try and schedule an appointment to meet him or her. Once you are finished with the practice phone call, switch with your companion and pretend to be another member referral. Continue to switch back and forth until each of you has had three opportunities to “call a referral.”

6 Asking Who and What



Reading

- L. 6a-c. Read the following “who” questions with your companion. Translate them into Cambodian. Discuss other “who” questions that could be useful to use while out contacting. Check your answers.
1. Who do you know who has a relative that has just died?
 2. Who has just moved to this area?
 3. Do you know who Jesus Christ is?
 4. Who do you know that has just had a baby?
 5. Who do you know that needs some encouragement?
 6. Who do you know that we can do some service for?
 7. Who is Christian in this neighborhood?
 8. Who lives here with you?



Writing

- M. 6a-c. With your companion, write down 10 questions that use the word ដី that you could ask the next time you go through the points of “How to Begin Teaching” in a lesson. Practice asking the questions to each other. The companion who doesn’t ask the question should try and formulate a response so that they can think about how the question would make the investigator think or feel. Determine which questions are effective and which are not. Record the effective questions in your study journal. Seek to add more effective questions to this list throughout your mission.
- N. When used in a lesson, “who” or “what” questions can sometimes be ineffective, since the answers can often be too specific. Asking “Who was the next prophet after Noah?” would be an example of an ineffective question. With your companion, brainstorm 15 effective questions using “who” or “what” that you use in any of your proselyting activities. Try to vary the forms of the questions that you come up with (don’t just use អ្នកណា or ដី). A useful word to help a question feel less interrogative is the word នៅ; it shows that there could be many different right answers rather than just one specific answer. Write down the questions you come up with in your planner. Follow-up with each other at the end of the day during daily planning to see how effective your use of “who” and “what” questions was.

For example, an effective “what” question would be, “តើអ្នកមានសំណុរអីខ្លះដែលពួកខ្ញុំបានបង្ហាញ ?” An effective “who” question could be “តើអ្នកគូល់ពីណាតេដែលត្រូវការពន្ល់យោនៃជំនឿងណ្ហ ?”

Group



Listening

- O. Have a native speaker talk to your group about the differences in usage between the different forms of “who” and “what” questions. Have them explain to you their thoughts about which word would be appropriate for what situation, and which words they feel may not be appropriate for missionaries to use.

Nouns - Building on the Basics

Examples

By **receiving** the gift of the Holy Ghost, we begin a new spiritual life.

Sin always leads to unhappiness

Faith in Jesus Christ is the first principle of the gospel.

Immortality is a free gift for all people.

The Book of Mormon contains the **fullness** of the gospel.

តាមរយៈការទទួលអំណោយទាននៃព្រះវិញ្ញាណបិសុទ្ធ យើង
បានកើតជាថីមុន្តឡើតខាងវិញ្ញាណ ។

អំពើបានធ្វើតែកំពង់កំពង់ ។

សេចក្តីដែលព្រះយេស៊ូវគ្រឿសុតិថាគាលការណ៍ទីមួយ
នៃជំណើងណូ ។

អមពាកតីជាអំណោយដោយតតិតត្រួចចំពោះមនុស្សទាំង
អស់ ។

ព្រះគីមីរមនមាននូវភាពពេញលេញនៃជំណើងណូ ។

Being

Explanation

In this section you will focus on improving your mastery of nouns. You will learn how to make nouns singular and plural. You will learn the various prefix and suffix modifiers that can be attached to create nouns. You will learn how to change the form of a noun to modify meaning. The final part of this section focuses on pronouns and specifically a set of pronouns called kinship terms. Pay close attention as you study pronouns and kinship terms as they are an important part of Cambodian culture. More than any other principle in this book, the correct use of kinship terms will enable you to show love and respect for others in the Cambodian language. The principles in this section are best learned through practice and experience.

Plural Nouns

7a All nouns in Cambodian are inherently singular and plural, meaning the word *book* could just as easily mean *books*. Whether a noun is singular or plural is usually determined by the context. However, a pluralizing prefix or suffix may be added to avoid ambiguity.

Word	Type	Structure	Example
ពួក plural (for people)	prefix	ពួក + noun/ pronoun	ពួកខ្សែៗទៅផ្ទះ ។ <i>We are going home.</i>
ទាំងឡាយ generic plural	suffix	noun/pronoun + ទាំងឡាយ	ទូលបង់សុមអរព្រះគុណាថ្មីសម្រាប់ពន្លឹះ ទាំងឡាយនេះ ។ <i>We thank Thee for these blessings.</i>
ទាំងប្រសិន complete	suffix	noun/pronoun + ទាំងប្រសិន	កិច្ចការទាំងប្រសិននៃព្រះគ្រឿសុ ។ <i>The complete works of Christ.</i>
ទាំងមួល whole	suffix	noun/pronoun + ទាំងមួល	ប្រទេសកម្ពុជាតាំងមួលត្រូវការជំនួយ ។ <i>The whole of Cambodia needs help.</i>
ទាំងអស់ all	suffix	noun/pronoun + ទាំងអស់	ពួកខ្សែៗទាំងអស់ទៅផ្ទះ ។ <i>We are all going home.</i>
ទាំងអស់គ្នា all together	suffix	noun/pronoun + ទាំងអស់គ្នា	ពួកខ្សែៗទាំងអស់គ្នាទៅផ្ទះ ។ <i>We are all going home together.</i>
ទាំងនេះ these	suffix	noun/pronoun + ទាំងនេះ	សៀវភៅទាំងអស់នេះជាបស់ខ្ញុំ ។ <i>These books are mine.</i>

ទាំងនេះ: those	suffix	noun/pronoun + ទាំងនេះ:	អ្នកស្រីទាំងនេះដ៏ គណៈប្រធានអង្គភាពបច្ចេកវិទ្យា ។ <i>Those older aunts are the primary presidency.</i>
ទាំងពីរ both	suffix	noun/pronoun + ទាំងពីរ	ពួកខ្ញុំទាំងពីរស្រលាឯព្រមទាំងខ្មែរ ។ <i>We both love Cambodian food.</i>

Creating Nouns (Suffix and Prefix Nominalization)

7b A prefix is a particle or combination of letters that is added to the start of a word to change its meaning or form. A suffix changes the meaning or form of a word by adding a particle or combination of letters to the end of a word. When a prefix or suffix is used to change a word from its original form to a noun, it is called nominalization. In short, sometimes a prefix or suffix can be attached to a verb or an adjective to transform it into a noun. Below is a list of the most common nominalizations and their inherent meaning.

Note: Occasionally a suffix or prefix will change a noun to a new noun or an adjective to a verb. While these are not technically nominalizations they are still instructive and a few examples of this have been included below.

- ភាត - prefix/suffix – *the state of*

ភាត is one of the three most common nominalizations. In the examples below a word is introduced as the “root word.” The prefix or suffix is added to the root word. The new nouns are found in the farthest right column.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
សមរម្យ charming/ decent	adj.	ភាត+សមរម្យ <i>the state of being decent</i>	ភាតសមរម្យ <i>decency</i>
ជកចង lonely/ isolated/alone	adj.	ភាត+ជកចង <i>the state of being lonely</i>	ភាតជកចង <i>loneliness/isolation</i>
សកម្ម active	adj.	សកម្ម+ភាត <i>the state of being active</i>	សកម្មភាត <i>an activity</i>
រីករាយ happy	adj.	ភាត+រីករាយ <i>the state of being happy</i>	ភាតរីករាយ <i>happiness</i>
សុប់ស្មាត់ silent	adj.	ភាត+សុប់ស្មាត់ <i>the state of being silent</i>	ភាតសុប់ស្មាត់ <i>silence</i>
ស្មើតា equal	adj.	ភាត+ស្មើតា <i>the state of being equal</i>	ភាតស្មើតា <i>equality</i>
ល្អឥតខ្ចោះ perfect	adj.	ភាត+ល្អឥតខ្ចោះ <i>the state of being perfect</i>	ភាតល្អឥតខ្ចោះ <i>perfection</i>
ផលិត to produce	verb	ផលិត + ភាត <i>the state of producing</i>	ផលិតភាត <i>productivity</i>

- សេចក្តី - prefix/suffix – *the situation of*

When translating សេចក្តី nominalizations, it can help to think of the phrase “a _____ situation.” Look at the combinations below to get a feel for how សេចក្តី is used.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
អំណារ <i>happiness/joy</i>	noun	សេចក្តី+អំណារ <i>the situation of happiness</i>	សេចក្តីអំណារ <i>happiness/joy</i>
សុចិត្ត <i>good/virtuous/moral</i>	adj.	សេចក្តី+សុចិត្ត <i>the situation of good</i>	សេចក្តីសុចិត្ត <i>righteousness</i>
ត្រូវការ <i>to need</i>	verb	សេចក្តី+ត្រូវការ <i>the situation of needing</i>	សេចក្តីត្រូវការ <i>needs</i>
ស្រលាអ <i>to love</i>	verb	សេចក្តី+ស្រលាអ <i>the situation of love</i>	សេចក្តីស្រលាអ <i>love</i>
សន្យា <i>to promise</i>	verb	សេចក្តី+សន្យា <i>the situation of promising</i>	សេចក្តីសន្យា <i>a promise</i>
សុខសាន្ត <i>peaceful</i>	adj.	សេចក្តី+សុខសាន្ត <i>the situation of peaceful</i>	សេចក្តីសុខសាន្ត <i>peace</i>
សុខ <i>healthy</i>	adj.	សេចក្តី+សុខ <i>the situation of healthy</i>	សេចក្តីសុខ <i>health</i>
យុត្តិធម៌ <i>fair/just</i>	adj.	សេចក្តី+យុត្តិធម៌ <i>the situation of fairness</i>	សេចក្តីយុត្តិធម៌ <i>justice</i>
អទនា <i>miserable</i>	adj.	សេចក្តី+អទនា <i>the situation of miserable</i>	សេចក្តីអទនា <i>misery</i>
ទុក្ខលំបាក <i>burdened</i>	adj.	សេចក្តី+ទុក្ខលំបាក <i>the situation of burdened</i>	សេចក្តីទុក្ខលំបាក <i>burdens</i>
អៀនខ្សោស់ <i>shy/embarrassed</i>	adj.	សេចក្តី+អៀនខ្សោស់ <i>the situation of embarrassment</i>	សេចក្តីអៀនខ្សោស់ <i>shame</i>

Being

- ការ - prefix/suffix – *the act of*

ការ is one of the most versatile prefixes in Cambodian. ការ on its own can mean work, occupation, business, or matter. When used as a prefix it has the feel of “the act of _____” or “to do the work of _____” or perhaps “to be about the _____ business.”

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ដំណោន place/spot/region	noun	ការ+ដំណោន <i>a place of action</i>	ការដំណោន work site/ construction site
ស្របកម្មាន hungry/thirsty	adj.	ការ+ស្របកម្មាន <i>the act of being hungry</i>	ការស្របកម្មាន hunger/thirst
ពិត true	adj.	ការ+ពិត <i>the act of being true</i>	ការពិត truth
ឃកដង្វីម to breathe	verb	ការ+ឃកដង្វីម <i>the act of breathing</i>	ការឃកដង្វីម breathing/ respiration
ណោនាំ to guide	verb	ការ+ណោនាំ <i>the act of guiding</i>	ការណោនាំ guidance
អធិស្ឋាន to pray	verb	ការ+អធិស្ឋាន <i>the act of praying/ wishing</i>	ការអធិស្ឋាន prayer
បប្រើ to serve	verb	ការ+បប្រើ <i>the act of serving</i>	ការបប្រើ service
ប្រសិទ្ធភាព to bless	verb	ការ+ប្រសិទ្ធភាព <i>the act of blessing</i>	ការប្រសិទ្ធភាព a blessing
ទទួលខុសត្រូវ to take responsibility	verb	ការ+ទទួលខុសត្រូវ <i>the act of taking responsibility</i>	ការទទួលខុសត្រូវ responsibility
ទេរងទាត់ consistent	adj.	ការ+ទេរងទាត់ <i>the act of being consistent</i>	ការទេរងទាត់ consistency

Use of ការ in Gerunds

Gerunds are nouns that are derived exclusively from verbs by adding the suffix *-ing*.

For example: Running is a good cardio workout. (Gerund)

In the sentence above the word *running* is a noun. Don't confuse this with the present continuous tense of the verb *to run* which is also *running*.

For example: He is running on the treadmill. (Present Continuous)

Notice how in this sentence the word *running* functions as a verb. To a native English speaker it may seem like the word *running* in these two examples is the same word. It may be spelled the same, but its use in each sentence is actually different. In section 24 you will learn how to use present continuous verbs that end in *-ing*.

To make a verb into a gerund in Cambodian you add the prefix ការ to your verb. This in essence turns your verb into a noun by adding “the act of _____” before your verb.

Examples

ព្រះគម្ពីរជាសម្បែរក្រាតិសិដ្ឋិដឹលមានការបង្កើនទៅព្យាករី ។

*The scriptures are sacred books that have the **teachings** of the prophets.*

ការអាន ការពិចារណា ហើយការអធិស្ឋាន អំពីព្រះគម្ពីរមេនតីចាំបាច់សម្រាប់ការផ្តាស់
ថ្មីបច្ចុប្បន្នដូចតែស្អែរ ។

Reading, pondering, and praying about the Book of Mormon are critical for an enduring conversion.

តាមដ្ឋានដែលជាលើកដែលអាចជួញយើងទៅកាន់តែដីតីនឹងប្រាង ។

Following the gospel path can draw us nearer to God.

ការថ្មីតុកដូចតីអំពីបាបបស់យើងដូចយុទ្ធយើងមានអាមុណ្ឌពីការអភិយាទសេវាតីព្រះអង្គកុង
ដីវិតយើង ។

Repenting of our sins allows us to feel God's forgiveness in our lives.

ការពិនិត្យការនៅលើព្រះវិញ្ញាណដូចយុទ្ធយើងព្រះដូចមួកនៅត្រួតបំពុំណុចនៃកិច្ចការអ្នក ។

Relying on the Spirit allows God to help you in every aspect of your work.

- អ្នក - prefix - person who

This prefix is equivalent to the English suffix –er, as in *helper, worker, and writer*. When it is placed before a verb it means “person who ____.”

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
រៀន to learn	verb	អ្នក+រៀន person who learns	អ្នករៀន student/learner
ដើរនាំ to lead	verb	អ្នក+ដើរនាំ person who leads	អ្នកដើរនាំ leader
ដើរ to walk	verb	អ្នក+ដើរ person who walks	អ្នកដើរ walker/pedestrian

- កិច្ច - prefix/suffix – matter, act, affair, task, agreement

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
សន្យា to promise	verb	កិច្ច+សន្យា act of agreement	កិច្ចសន្យា contract/promise
ការ act/work	noun	កិច្ច+ការ the task of work	កិច្ចការ action/work/ homework
ការ៖ charge/duty	noun	ការ+កិច្ច the duty of a matter	ការកិច្ច task/burden/duty
ឱ្យដ្ឋាន to determine/ be firm	verb	កិច្ច+ឱ្យដ្ឋាន an agreement of commitment	កិច្ចឱ្យដ្ឋាន civil obligation

- កម្ម - prefix/suffix – *action, deed, act, activity, a work, calamity, fate, karma*

When this nominalization is used to denote *activity* then it is often modified to សេវកម្ម instead of just កម្ម.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ករ person	noun	កម្ម+ករ <i>action + person</i>	កម្មករ <i>worker</i>
ភាត state of	suffix	សេវកម្ម+ភាត <i>a state of + action</i>	សេវកម្មភាត <i>an activity</i>
សិទ្ធិ authority/right	noun	កម្មសិទ្ធិ <i>actions + right/authority</i>	កម្មសិទ្ធិ <i>legal possession</i>
ជាត born/natural	adj.	ជាត+កម្ម <i>natural born + action</i>	ជាតកម្ម <i>naturalization</i>
បេសក expedition/ envoy	prefix	បេសក+កម្ម <i>an envoy + action</i>	បេសកកម្ម <i>a mission</i>
យាត to kill	verb	យាត+កម្ម <i>the act of killing</i>	យាតកម្ម <i>murder</i>
កសិ relating to farming	prefix	កសិ+កម្ម <i>acts relating to farming</i>	កសិកម្ម <i>agriculture</i>
ផលិត to produce	verb	ផលិត+កម្ម <i>act that produces</i>	ផលិតកម្ម <i>production</i>

- អំពើ - prefix – *deed, action, interest, gain, magic*

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
អាណក់ bad	adj.	អំពើ+អាណក់ <i>action that is wrong</i>	អំពើអាណក់ <i>evil deed</i>
ល្អ good	adj.	អំពើ+ល្អ <i>action that is good</i>	អំពើល្អ <i>good deed</i>
យោយោ cruel	adj.	អំពើ+យោយោ <i>action that is cruel</i>	អំពើយោយោ <i>cruelty</i>
ឯករល្យយ corrupt	adj.	អំពើ + ឯករល្យយ <i>act + corrupt</i>	អំពើឯករល្យយ <i>corruption/corrupt acts</i>

- បាន/ដ្ឋាន - prefix/suffix – *place, spot, region*
- This nominalization as a prefix is usually spelled បាន, while as a suffix is spelled ដ្ឋាន. It is popular to denote religious or government places. Occasionally it appears in words as the form ស្ថាន.

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
មនុស្ស people/mankind	noun	បាន+មនុស្ស <i>place of mankind</i>	បានមនុស្ស <i>earth/human world</i>
សូត្ត heavenly	adj.	បាន+សូត្ត <i>heavenly place</i>	បានសូត្ត <i>heaven</i>
ເភាចីយ editable/good to eat	adj.	ເភាចីយ+ដ្ឋាន <i>good to eat + place</i>	ເភាចីយដ្ឋាន <i>restaurant</i>
នរក sinners/devil	noun	បាន+នរក <i>place + devils</i>	បាននរក <i>hell</i>
មួល root/source/base	noun	មួល+ដ្ឋាន <i>base + place</i>	មួលដ្ឋាន <i>base/foundation/ grounds</i>
នាយក chief/leader/boss	noun	នាយក+ដ្ឋាន <i>leaders + place</i>	នាយកដ្ឋាន <i>headquarters/base</i>
បទ law or decree	noun	បទ+ដ្ឋាន <i>state of + law</i>	បទដ្ឋាន <i>standard/norm</i>
ភាព the state of	suffix	ស្ថាន+ភាព <i>a place + state</i>	ស្ថានភាព <i>a state/situation</i>
កសិ	prefix	កសិ+ដ្ឋាន <i>place relating to farming</i>	កសិដ្ឋាន <i>a farm</i>

- កំ/ជន - suffix – *person, actor, agent, doer*

Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ប្រជាត population/humanity	noun	ប្រជាត+ជន <i>population of people</i>	ប្រជាតជន <i>people</i>
បណ្តា plural/all	adj.	បណ្តា+ជន <i>all of the people</i>	បណ្តាជន <i>all people/ inhabitants</i>
បរទេស foreign	adj.	ជន+បរទេស <i>foreign person</i>	ជនបរទេស <i>foreigner</i>
ເក់សម្បែន to flee/escape	verb	ជន+ເក់សម្បែន <i>person who flees/ escapes</i>	ជនເក់សម្បែន <i>fugitive/refugee</i>
យុវ៉ែ youthful	adj.	យុវ៉ែ+ជន <i>youthful person</i>	យុវ៉ែជន <i>young man</i>
វិរ brave/courageous/strong	adj.	វិរ+ជន <i>brave person</i>	វិរជន <i>hero</i>
សាធារណៈ public	adj.	សាធារណៈ+ជន <i>public + people</i>	សាធារណជន <i>the public/masses</i>

Being

អតិថិជី guest	noun	អតិថិជី+ជន guest person	អតិថិជន customer
កសិ relating to farming	prefix	កសិ+ករ person relating to farming	កសិករ farmer
កម្ម action	prefix	កម្ម+ករ person who acts	កម្មករ worker
ផលិត to produce	verb	ផលិត+ករ person who produces	ផលិតករ producer

- អារា - prefix – adds a pejorative, derogatory, or very familiar meaning to a noun.

Commonly used in addressing close friends or those regarded as inferiors. It is often used to refer to something with which one is annoyed. It can also be used to prefix an adjective to convey the meaning of “that __ (adj.) __ thing.” This prefix would certainly be inappropriate for a missionary to use under most circumstances. It would imply either an intimate closeness that would be inappropriate between a missionary and others, or that you have a contempt for the person or thing you are addressing. That being said, it is pervasively used in colloquial Cambodian. Many of your investigators will commonly use this prefix. In that regard, a missionary who knows this prefix and understands its use will be better able to understand and help their investigators come unto Christ.

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Root Word	Part of Speech	Add the Prefix/Suffix	Noun
ណា which	noun	អារា+ណា which thing	អារាទា which thing
នេះ this	noun	អារា+នេះ this thing	អារេះ this thing
ហើដែង this/that	noun	អារា+ហើដែង this thing	អារហើដែង ¹ this thing
ក្រុហម red	adj.	អារា+ក្រុហម red thing	អារក្រុហម ¹ red thing
ខ្ពស់ tall	adj.	អារា+ខ្ពស់ tall thing	អារខ្ពស់ ¹ tall thing
ធំ big	adj.	អារា+ធំ big thing	អារធំ ¹ big thing
ជង you	noun	អារ+ជង you	អារជង ¹ you
តូច little	adj.	អារ+តូច little thing	អារតូច ¹ little thin
កី you (to little kids)	noun	អារ+កី you/he/she	អារកី ¹ you/he/she
ម៉ាប់ fat	adj.	អារ+ម៉ាប់ fat guy	អារម៉ាប់ ¹ fat guy
សម្ងាត់ a love	noun	អារ+សម្ងាត់ my love	អារសម្ងាត់ ¹ my love

Creating Nouns: Infix Nominalizations

The Cambodian transformative infix can change a vowel or adjective into a noun. In a few cases it even transforms adjectives to verbs as well. The rules below explain how a word will change when the infix nominalization is applied. These rules represent the majority of cases. Understand that there are exceptions to these rules as well.

- The first consonant of a root word is softened and detached from any sub-consonant or vowel.
- An អំ អែន or អង់ is added to the first consonant of the root word.
- The rest of the word is then put after the initial syllable.

The examples below are not exhaustive but are sufficient for you to gain a feel for how infixes work. Also, sometimes the infix of a verb or adjective, while it is technically a noun, will still be used as an adjective or verb. This is rather common, so be sure to listen for it in your everyday interactions.

Examples:

Root Word		Infix Transform (Noun)	Root Word		Infix Transform (Noun)
កំបាំ to bury	verb/adj.	កំណាប់ buried treasure	លើឲ្យ sick	adj.	ជីមិត់ sickness
កំតាំ to write down	verb	កំណាត់ note/memo	ព្រៃញ្ញ to wrinkle	verb/adj.	ជម្រូញ្ញ a wrinkle
កេើតិះ to be born	verb	កំណើតិះ birth/beginning	ដង់ to flood/to deluge	verb	ជំនោះ a flood/high water
ក្រាល to spread/cover	verb	កំកាល a cover/mat	ជាន់ to step/walk on/level	verb	ជំនាន់ era/age/level
ក្រិត to mark/notch	verb	កំកិត a limit/standard	ផ្ទុន to give/send	verb	ជំនូន gift/dowry
ឆ្លាច scared	adj.	កំណាច fear/dread	ផ្ទុស to replace	verb	ជំនូស replacement
ឆ្នាំង strong	adj.	កំម្មាំង strength	ធ្វើន to advance	verb	ជំនៀរីន progress/advances
ចេះ to know how	verb	ចំណោះ knowledge	លួយ៖ to win	verb	ជំនេះ៖ victory/success
ជួយ to help	verb	ជំនូយ help	ប្រាល sloping/offset	adj.	ជំរាល a slope/inclination
ធ្វើ to believe	verb	ជំនេះ to believe	ធើស to choose	verb	ជំធើស a choice
ខ្សឹល lazy	adj.	កំជឹល laziness	លួរ to stand/upright	verb/adj.	ជំលួរ stance/stand
កាត់ to cut/slice	verb	កំណាត់ a piece/portion/cloth	លួន to step	verb	ជំលួន step/stride
កូច to twist/tie	verb	កំណូច a knot/twist	ជាក់ to put/place	verb	ជំលាក់ resting place/lodging
ក្រុក poor	adj.	កំរុក poor	ជាថ់ broken/disconnected	verb/adj.	ជំលាថ់ gap/separation
ក្រុង to weave	verb	កំរុង a braid			

ចេដ to tie/bind	verb	ចំណាង a knot/binding	ខិះ angry	adj.	កំហើង anger
ចត់ to stop/park	verb	ចំណាត់ parking place	ស្សាប់ to die	verb	សំលាប់ to kill (verb)
ចាប់ to catch/grasp	verb	ចំណាប់ capture/a grip	ចាស់ old	adj.	ចំណាស់ oldness
ចាយ to spend	verb	ចំណាយ expenses	ខូល់ to care about	verb	កង្វែល់ a concern
ចិត់ to peel/slice	verb	ចំណិត slice/sliver/bit	ថ្វាយ to offer	verb	ជង្វាយ an offering
ឆ្លើ to consume/eat	verb	ចំណើនា snack/fodder	ត្រូវ to need	verb	តម្រូវ a need
ថែក to divide/distribute	verb	ចំណាក់ a part/portion	ឆ្វា clear	adj.	គម្មា clarity
មេត្តា steep/sheer	adj.	ចំណោត slope/inclination	ផ្សែង់ expensive	adj.	គម្រោះ price
មេទេ to accuse/blame	verb	ចំណោទ accusation	ពិនិត្យ to continue	verb	គំណោទ joint/link/generation
ចាំ to remember	verb	ចំណាំ memory/recollection	តឹង tight/strict	adj.	តំណើង tightness/strictness
ជួប to meet	verb	ចំនួប meeting/encounter	តួច small/young	adj.	តំណុច smallness/youth
ប្រើតិ to harvest/reap	verb	ចំរើក a crop/harvest	តោអ់ to catch hold	verb	គំណាង a grip/something to hang on to
អូតិ accurate/exact	adj.	ចំប្រុតិ precision/exactness	ធ្វឺន់ heavy	adj.	ទម្ងន់ weight/heaviness
ក្បួព to vomit	verb	កំអ្នព vomit	ឆ្លាប់ to have done	adv.	គម្មាប់ a habit
គាល់ to pry up	verb	គម្មាល់ a pry bar	ទប់ to block/close/cover	verb	ទំនប់ a dam/barrier
ត្រូប to close/cover	verb	គម្រប a lid/covering	ទាប low/short	adj.	ទំនាប lowland/fat place
ឃ្លាន hungry	adj.	គំលាន hunger	ទិញ to buy	verb	ទំនិញ merchandise
យាត់ to forbid	verb	គំហាត់ a ban/prohibition	ទីប recently	adv.	ទំនើប modern/fashion
ឆ្លាក់ to carve/sculpt	verb	ចម្លាក់ carving/statue	ប្រសក thirsty	adj.	សប្រក thirst
ឆ្លាក់ to fall	verb	ទម្ងាក់ to drop/force to fall	ស្រលាយ់ to love	verb	សម្ងាយ់ a love
ទន្ល់ soft	adj.	ទំនន់ softness	ស្អាត់ to know (recognize)	verb	សំគាល់ a sign/marking

Pronouns

As discussed in previous sections, a pronoun is a word that takes the place of a noun in your sentence. In English these are the words *I, me, my, you, your, he him, his, she, her, it, its, we, us, our, they, them, and their*. There is evidence to suggest that first-person pronouns were never a part of the Cambodian language until the French colonized Cambodia in 1863. Instead of pronouns a speaker would simply use titles and names to address or talk about other nouns. Only after the influence of the French colonization did some words evolve into functional pronouns in the Cambodian language. Following are the functional pronouns now used in modern Cambodian:

First-Person Pronouns

In English a first-person subject would be "I" or "we" while a first-person object would be "me" or "us." In Cambodian "I" and "me" are the same word. Similarly, "we" and "us" are the same word.

Cambodian	English
ខ្លោ	<i>I (generic)</i>
ខ្លោទាំង	<i>I (polite, showing deference or respect - male)</i>
នាងខ្លោ	<i>I (polite, showing deference or respect - female)</i>
ខ្លូម្ញាស់	<i>I ("slave of the master" – female)</i>
អត្ថ	<i>I (superior to inferior, or intimate to intimate)</i>
ខ្លោព្រះករុណា	<i>I (a layman to monk or to a ruler)</i>
អត្ថា	<i>I (monk to a layman)</i>
ខ្លូល(ព្រះ)បង្កើ	<i>I (subject to royalty/deity)</i>
Kinship Terms	<i>I (see kinship terms)</i>
មេដីង	<i>I (royalty or deity)/I (colloquial)</i>
ពួកខ្លោ	<i>We (generic, polite)</i>
មេដីង	<i>We (generic)</i>
មេដីងខ្លោ	<i>We (organization to public, polite)</i>
ពួកមេដីង	<i>We (generic)</i>
ពួកទូល(ព្រះ)បង្កើ	<i>We (subjects to royalty or deity)</i>

Notice that the prefix ពួក pluralizes a pronoun. The suffix ទាំង ទូរាយ may also be used in this way though it is not as common.

Examples

ខ្លួនឯងគឺជាអ្នកដំណាននៃព្រះយេស៊ូវគ្រឿស។
I am a missionary.

ព្យកទុលបង្កើតឱ្យអ្នកតាំងជាប្រធាននៃព្រះយេស៊ូវគ្រឿស។
We are representatives of Jesus Christ.

ព្យកទុលបង្កើតឱ្យអ្នកចូលរួមចូលរួមចែកចាយសក្ខីភាពរបស់ព្យកទុលបង្កើតឱ្យអ្នក។
We ask thee to help us share our testimonies.

បទគ្មីទាំងឡាយដូចមួយខ្លួនឯងគឺជាបន្ទិភាតនៅក្នុងដឹតខ្លួន។
The scriptures help me to have peace in my life.

<<ចូរកាន់តាមព្រះបញ្ជីទាំងឡាយរបស់យើងចុះ។>>
"Keep my commandments."

ខ្លួនឯងចង់បង្រៀបសកកម្ម។
I want to serve a mission.

Second-Person Pronouns

The second-person pronoun in English is *you*. Although there are functional first- and third-person pronouns in Cambodian, expressing *you*, *your*, or *yours* in Cambodian still relies more heavily on titles and names than generic pronouns. Below are listed the few titles and generic "you" pronouns that do exist. Keep in mind though that the most common way to speak in Cambodian is to use a name, title, or kinship term instead of the word *you*. For example, instead of saying "Do you like it?" you might say instead, "Does Elder Smith like the Book of Mormon?" as you are talking to Elder Smith.

អ្នក	<i>you</i> (generic place-holder form, impolite, only used in writing, or when God speaks to man)
តាត់	<i>you</i> (generic)
នាង	<i>you</i> (for women – miss – young women)
លោក	<i>you</i> ("Mr." – for men)
លោកស្រី	<i>you</i> (Ma'am – for women)
ទ្រង់	<i>you</i> (Thee, Thy, Thou – for royalty and deity)
ឯង	<i>you</i> (informal, intimate, or very rude)
Kinship Terms	<i>you</i> (most common – see kinship terms)

Second-person pronouns are both singular and plural. The prefix ពួក and the suffix ទាំង ន្មាយ can be used to indicate the plurality of a second-person pronoun though ពួក should never be used to pluralize royal or superior pronouns.

Examples

លោកបានធ្វើយុទ្ធមកភាពចុះហេតុវគ្គិស្ស ។
You have helped me come unto Christ

ខ្ញុំធ្វើថាអានាចម្លោយប់ដ៏សារី ។
I believe that you can quit smoking.

ការអធិស្ឋានរបស់តាត់បានអញ្ចីញប្រជុំវិញណា ។
Your prayer invited the Spirit.

<<អ្នកត្រូវបានហោឡើបម្រើ... >>
"You have been called to serve . . ."

ពួកទូលបង់សុមឡើប្រជុំការពារក្រោមត្រូវសំពួកទូលបង់ ។
*We ask **Thee** to protect our families.*

7e

Third-Person Pronouns

In English the third-person pronouns are *he, him, his, she, her, hers, it, its, they, them, and their*. Using names and titles is also often considered talking in the third-person, though a name is not a pronoun but a proper noun. For example, in the sentence, "Is Brother Noun coming to the party?" the term *Brother Noun* is a third-person proper noun because neither the speaker nor the listener is *Brother Noun*. Cambodian has a few generic third-person pronouns that are commonly used and widely accepted. They are listed below.

តាំង	<i>it (for inanimate objects, animals, children, inferiors)</i>
តាត់	<i>he/she (generic polite – most common/speaking of a group of people whom you individually know)</i>
លោក	<i>he (for a superior or for male clergy)</i>
ប្រឹង	<i>he/she (for deity or royalty)</i>
(ពួក)គេ	<i>they (generic – for those of lower status/speaking generally of a group)</i>
ពួកតាត់	<i>they (generic – polite – for those of high status, speaking of a group of people whom you individually know)</i>
Kinship Terms	<i>He/she (see kinship terms)</i>

Examples

សត្វគោនោះ កំពុងតែចាក់ដើរក ។
That cow is kicking **its** leg.

ខ្ញុំសង្ឃឹមថា តាត់នឹងមកប្រេះវិហារ ថ្ងៃនេះ ។
I hope **he** comes to church today.

យើស៊ូប ស្មើជាបានធ្វើថា លោកត្រូវបានប្រាក់ហេ ។
Joseph Smith believed that **he** was called of God.

ទ្រង់បានធ្វើជាម្នាយចួនបែស់ទ្រង់សំកប់យើងអ្នកទាំងអស់ ។
He performed **His** Atonement for each of us.

ខ្ញុំចង់ទៅនឹងយាយជាមួយពួកគេ ។
I want to go talk to **them**.

Kinship Terms

- 7g A kinship term is a special pronoun used to address, and to talk about other people in Cambodian. Kinship terms take the place of regular pronouns like I, you, me, or him. In traditional Cambodian you refer to yourself and others using kinship terms, or your official status. As a missionary you will typically refer to yourself as ខ្ញុំ, but you will refer to others using their appropriate kinship term. The easiest way to know what kinship term to use is to simply ask yourself, how are we related, or how would we be related if we were family? The correct kinship term is directly related to age. Being able to identify the age and maturity of those around you will be an essential survival skill as you learn to speak the language.

In learning the kinship terms it can be helpful to build a family tree like the one below. Once you have taken time to study the terms on the family tree, take a look at the examples below to see how kinship terms are used in everyday speech.

This family tree is not exhaustive though it includes many of the most common familial terms. The terms that are underlined in the list above are the common kinship terms that can also function as pronouns to **those who are not related to you**. You will hear these terms every day and must learn to use them in your everyday speech.

1. great grandfather/great grandmother: តាតូត / យាយតូត
2. great-uncle: ឱ្យដីនមា
3. grandfather/grandmother: លោកតា / លោកយាយ
4. great-aunt: ឱ្យដីនមីន
5. uncle/aunt (younger): ពុ / មីន
6. father/mother: ឪពុក / ម្នាយ
7. uncle/aunt (older): ឪប្រស / ឪប្រី
8. brother-in-law/sister (younger): បុនប្រុសផ្លូវ / បុនប្រី
9. brother/sister-in-law (older): បងប្រុស / បងប្រី
10. husband/wife: ឪ / ប្រពន្ធន
11. cousin (female): ឱ្យដីនមួយប្រី
12. cousin (male)/cousin's wife: ឱ្យដីនមួយប្រស / ប្រពន្ធនឱ្យដីនមួយ
13. nephew/niece: កូយប្រស / កូយប្រី
14. son/daughter: កូនប្រស / កូនប្រី
15. grandson/granddaughter-in-law: ថោប្រស / ថោប្រី
16. great-grandson/great-granddaughter: ថោទូតប្រស / ថោទូតប្រី

Remember the correct kinship term always depends on your relative age compared to the person you are talking to. What you call someone else will depend on whether that person is old enough to be your grandpa, uncle, older sibling, niece, child, or grandchild.

Examples

ខ្ញុំសូមចូរណាកញ្ចបនខត្តីនេះ?

Would you (younger uncle) read this scripture?

តើបងដើម្បីទៅលើព្រះយេស៊ូវគ្រឹស្សទេ ?

Do you (older sibling) believe in Jesus Christ?

តើអីយល់ព្រមទុលភិជីបុណ្យជួកនៅថ្ងៃទី៣ ធ្នូទី១១ ដែលបានបោះឆ្នោត ?

Will you (older aunt) be baptized on March 11th?

ខ្ញុំស្រាវព្យ័ន ។

I (mother) love you (child).

ខ្ញុំចងច្រោយតាម ។

I (grandkid) want to help you (grandpa).

ថ្លែកប្រកបខ្លួន ពីអ្នក ?

What are you (grandchild) doing in Cambodia?

ខ្ញុំចងច្រោយពេលយោបាយ ហើយក្រុមគ្រួសារយោបាយ ពីព្រះយេស៊ូវគ្រឹស្ស ។

I (grandchild) want to teach you (grandma) and your (grandma's) family about Jesus Christ.

Ask investigators and members how they address their family members. Many people will have their own kinship terms depending on tradition, heritage, and what they think sounds good. This is like how the words Grandpa, Paps, Pappy, Pops, Gramps, or Granddad can all be names for your grandfather in English. Some people will prefer one name over another based on how it sounds or how close they feel to you.

Remember

- A noun can be created using a prefix or a suffix that is attached to the start or the end of another word. Typically these prefix/suffix attachments have intrinsic meaning.
- A noun can be created using the infix transformation
- Pronouns are more flexible in Cambodian than in English and must be used appropriately.
- Kinship terms are the most common type of pronoun used.

Activities

Personal

Speaking

- A. Use the picture to answer the questions. Say the terms out loud as you go. Check your answers.

For example: What pronoun would #9 use to address #10? Answer: ຂໍ້ເຈົ້າ

- Person 1 and 2 are married to each other
 - Person 3 and 7 are married to each other
 - Person 4 and 6 are married to each other
 - Person 9 and 10 are married to each other
 - Person 5 is the daughter of 4 and 6
 - Person 8 is the daughter of 1 and 2
 - Person 3 and 7 are parents to 2, 6, and 9
 - Person 9 is older than 6, and 6 is older than 2
1. What pronoun would #7 use to address #8?
 2. What pronoun would #3 use to address #1 and #2?
 3. What pronoun would #6 use to address #10?
 4. What pronoun would #1 use while giving a prayer to refer to the group?
 5. What pronoun would #10 use to talk about #7?
 6. What pronoun would #9 use to talk about himself to #8?
 7. What pronoun would #4 use to refer to herself when talking to #5?
 8. What pronoun would #10 use to talk about herself, #1, #3, and #8 as a group?
 9. What pronoun would you use to refer to you and your companion when talking with #7?
 10. What pronoun would #6 use to talk about himself in the presence of #5?
 11. What pronoun would you and your companion use to address #4?
 12. What pronoun would #2 use to address #1?
 13. What pronoun would #8 use to talk about herself during a conversation with #1 and #2?
 14. What pronoun would #9 use to refer to himself while talking with #2?
 15. What pronoun would you and your companion use to address #9?
- B. Sometimes a noun is immediately followed by its pronoun. This is done to show greater respect and to add meaning to a phrase. Practice using pronouns immediately after nouns by going through your area book and saying one good thing about each of your investigators and one need of theirs that needs to be addressed in a coming lesson. Example: ທີ່ນີ້ ດຳວັດທະນາ ຕໍ່ພູມ ສູງຄູນຫຼຸກ



Listening

- C. Practice listening for infixes. For one transfer, write down in a notebook every infix you hear someone use that you don't already know. Identify the base word of that infix. Write it next to its companion word. Go back and frequently review the infixes that you've written down till you are comfortable using all of them.

- D. Terms of address vary greatly across Cambodia. A city-person may have a very different vocabulary for familial relations than a rural farmer, and a Chinese-Cambodian may have an entirely different vocabulary than both of them. In a journal, keep track of the most prevalent terms used in each one of the areas that you serve in. Notice whether people tend to err on the side of older or younger when addressing others. As you serve in more areas, compare and contrast the words people use in different parts of the country. Write down the patterns you see in a notebook.



Reading

- E. Read John 11:40–44. This is the story of Jesus raising Lazarus from the dead. Take note of the pronouns used by Jesus as He addresses each person (Martha, His Father, Lazarus), as well as the pronouns used by the narrator to talk about Jesus and others. On a sheet of paper, list all of the pronouns used, and next to each one, write down whom each pronoun was addressing. Compare what you find with what you've learned about the use of proper pronouns in this section.
- F. Read 2 Nephi 15:3–5. These verses come from a chapter in Isaiah. Notice what pronouns the translators chose to use when the Lord refers to Himself and when He addresses the people. Now flip open in the Old Testament to Isaiah 5:3–5. How are these verses translated differently than their sister verses in the Book of Mormon? Which pronouns are different? How do these different pronouns affect the connotation of these verses? Write your thoughts down in a notebook. Ask a native speaker about the difference between these pronouns used in the scriptures if you have any questions.



Writing

- G. On a separate piece of paper, practice changing the following verbs and adjectives into nouns using nominalization. Some of the words given are actually simple nouns that gain added meaning when combined with one of the following particles. Use common particles such as ការ ភាព សេចក្តី អំពើ ផ្សាន (បាន ស្ថាន) កម្ម ករ ចេន និយម កូច្ច ឬ ដន. Most of these words have several nominalization particles that could be attached to them to create several different words. Keep in mind though that you cannot add any nominalization particle to any word you want. Some nominalizations are incorrect for a given word. Add all the particles that sound right for each word and check your answers with the answer key. Please note that the answer key is not exhaustive; it contains only the most common nominalizations for each word. There may be several more answers for each word than those listed in the answer key.

- | | |
|------------------|---------------|
| 1. វិករយ | 12. ក្រីក្រុ |
| 2. លោកកត្តុយ | 13. តាប |
| 3. ហិង្សា | 14. ជាតិ |
| 4. សម្រារ: | 15. បៀកបរ |
| 5. ទីស (country) | 16. ផ្ទរក្រុង |
| 6. ព្រមព្រៃង | 17. សន្យា |
| 7. គោលនយោបាយ | 18. សង្គ |
| 8. ធម្ម | 19. កំណើ- * |
| 9. សប្បុរស | 20. កីឡា |
| 10. កាន់ | 21. ទួត |
| 11. ពុករស្សយ | 22. ដលិត |

- H. Practice using pronouns by assigning a pronoun to each situation below. Then construct a sentence in Cambodian that uses that pronoun to talk about the specified noun. Be aware of the social situation given, since it will affect which pronoun you ought to use. Check your answers with the pronouns given in the answer key in the back. In the answer key, there are also sample sentences for each situation. For example: A dog ក៏ វាប្រព័ន្ធបាតា
1. "he" referring to Joseph Smith
 2. "they" referring to Cambodians in general
 3. "you" employee to female
 4. "I" a human to God
 5. "I" a monk to a layman
 6. "he/she" referring to your companion
 7. "I" God to a human
 8. "I" male to a high superior
 9. "she" referring to a little girl
 10. "we" a business to the public
 11. "we" yourself and your companion
 12. "you" a layman to a monk
 13. "I" female to a high superior
 14. "we" yourself, your companion, and the investigator you're teaching
 15. "I" lay to clergy/subject to ruler
 16. "they" referring to the bishopric
- I. On a separate sheet of paper translate these English words into Cambodian using the prefix អ្នក. Some of the less-intuitive ones have a hint beside them. Check your answers with the answer key after you're finished.

For example: missionary (a person who advertises religion) អ្នកដ្ឋានិត្យជូយសាសនា

- | | |
|--|---|
| 1. winner | 10. apostate ("one who betrays religion") |
| 2. driver | 11. singer |
| 3. speaker | 12. helper |
| 4. skilled person | 13. someone from ភ្នំពេញ |
| 5. patriot ("one who loves their country") | 14. author |
| 6. well-educated person ("one who knows") | 15. listener |
| 7. seller | 16. doer |
| 8. dishwasher | 17. rich person ("one who has") |
| 9. investigator ("one who learns") | 18. farmer ("one from the fields") |

Companion



- J. The way you address others and yourself is much more important in Cambodian than in English. As missionaries, using appropriate terms of address to talk about yourself is very important. Using words like ខ្លួន to talk about yourself is not appropriate for missionaries. Ask five different native speakers (ideally Church leaders) about what they think of the words ពួកខ្លួន and ផែលខ្លួន/ស្តីពៀរ. Which one do they feel is the most appropriate and professional for missionaries to use to refer to themselves? Record what they tell you in a journal and determine what the best way to refer to yourself and your companion would be.
- K. Practice using gerunds ("‐ing" nouns) with your companion. Make a list of 20 verbs with each other. Then one of you will make a sentence that transforms the first verb into a gerund, and the other will use that same word to create a sentence that uses the present continuous tense (កំពុងតែ) of the verb. Keep going down the list, switching off between who changes the verb into a gerund and who speaks in the present continuous tense. Note that these two forms are not interchangeable; the sentence structure must be changed to switch from one to the other. If you are unfamiliar with the present continuous tense, you can learn about it in section 27: Verb Tenses.

For example: Gerund= ការប្រាក់បាយដ្ឋាយច្បាប់មានថាមពល។

Present continuous tense= ខ្ញុំកំពុងតែប្រាក់បាយដើម្បីមានថាមពល។



Listening

- L. Ask your companions about their family. Ask questions about their family history, where their relatives live, how many siblings they have, how many first cousins they have, etc. Then switch.
- M. For one week with your companion, write down every sentence you hear that uses a pronoun differently from how you would normally use it, like if someone uses ឈើង to refer to themselves in singular first-person, or if someone addresses you as តាត់. Also record who said it and in what circumstance. Discuss your findings with each other at the end of the week.

Being



Reading

- N. Read Matthew 10:35–37. Focus on how the Savior uses family relations to teach about sacrifice. Write down any that you do not know and look them up in this chapter's explanation or in the dictionary. Also, as a cultural side note, in Cambodia there are many false rumors that have been spread about Christianity that most Cambodians believe until they actually learn about Christianity for themselves. One of those rumors comes from a misunderstanding of these verses in Matthew. Discuss with your companion about how you should address the rumor that family isn't important to Christians and that Christians are taught to hate their mother and father. Write down in your journal what you discuss with your companion.



Writing

- O. Translate the following sentences in order to practice using plural pronouns. Translate each sentence twice, both generally, as if context is already established, and specifically, to make sure the listener knows that you are talking about multiple people. Note that using plural second-person pronouns (like "you all") can be tricky in Cambodian. In some regions saying something like អ្នកទាំងអស់គ្មាន is perfectly fine. In other regions, older people may view that as rude and you may have to address each relation in the room (ខ្ញុំអ្នកពីរណ៍គ្មាន អ្នកមីនិងគោរពយាយទៅប្រព័ន្ធដែរ). Check your translations with the answer key in the back. Afterwards, discuss with your companion what the best way to address multiple people in the second-person is in your region.

For example: I see them. ខ្ញុំឃើញគ្មាន (general) ខ្ញុំឃើញពួកគ្មាន (specific)

1. They are prophets, seers, and revelators.
2. Will you all come to church? (to two men about 30 years old)
3. We were riding our bikes.
4. They were playing volleyball here earlier today. (you don't know them)
5. They are playing soccer outside. (a grandmother referring to her young grandchildren)
6. Your friends and family need the blessings of the gospel. (speaking in Church over the pulpit)
7. They told Joseph that he shouldn't join any of those churches. (speaking about God and Jesus Christ)
8. We are grateful for the true gospel. (said in a prayer)
9. Will you be baptized? (to a family of five)
10. They will come for zone conference. (speaking about the mission president and his wife)

- P. With your companion, generate the related infixes from the following list of verbs and adjectives. Check your answers with the answer key in the back.

- | | |
|------------|-----------------|
| 1. ការ | 14. ដេក |
| 2. ចាស់ | 15. គរ |
| 3. ខ្ពស | 16. ប្រចាំឆ្នាំ |
| 4. លួយ | 17. ទូរ |
| 5. ចង់ | 18. ឆ្លាយ |
| 6. ខ្សោយ | 19. គិត |
| 7. សែដ្ឋ | 20. ចូល |
| 8. ធ្វើន៍ | 21. ពេប |
| 9. ធ្វើរ | 22. ស្តី |
| 10. ធ្វើវា | 23. ចងាំឆ្នាំ |
| 11. ខ្ពស់ | 24. គ្រប |
| 12. ជីវិះ | 25. ចុច |
| 13. ប្រមូល | 26. គ្រោះ |

Group

Speaking

- Q. Have each member of the group tell about his or her family while practicing the proper use of family names. This would be a good activity to combine with the “Adjectives” lesson by listing your family members and then describing them.
- R. In a group, create several scenarios with a different person acting as an investigator in each scenario. Choose an age, gender, and occupation for each person in the scenario. Take turns participating in a scenario as either a missionary or an investigator. Before each scenario, have the person playing the investigator tell the rest of the group the age, gender, and occupation of the investigator in the scenario. Have the missionaries get to know that person while using the correct title.
- S. Repeat the previous activity (activity R), but this time have two to four missionaries play different investigators, and practice teaching and addressing multiple people at once.

Review: State of Being

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking About and Expressing a State of Being

- The “to be” verbs – គីជា ធ្វើជា ត្រាយជា
- Asking close-ended questions
- Asking “who?” and “what?”
- Nouns

Being

Activities

Personal



Speaking

- A. Write down in Cambodian five goals which you hope to accomplish in the next six months. Phrase each goal so that it has the words ដោយខ្លួន or ខ្លួនគឺជាលំដាប់ in it. Share your goals with your companion and ask for their feedback on the grammar you used in your sentences. Put the list of goals somewhere where you will read it every day.



Listening

- B. Find a young man or woman who is preparing to serve a mission. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases they use with “របស់” and “ទេ.” Ask the member to help you use those words correctly in your own teaching.



Reading

- C. Read in the Cambodian Book of Mormon in Alma 34: 20-27. Underline the word “របស់” and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators and include these verses in it. Practice teaching your plan to your companion who will play the role of that investigator and give feedback on how well you used possessives.
- D. Read the section labeled “តែាសបំណងរបស់អ្នក” on page 1 of the Cambodian *Preach My Gospel*. On a separate sheet of paper make three lists: Conjunctions, Prepositions, and Possessives. List out all the corresponding words contained within the paragraph. Check your answers.



Writing

- E. On a separate sheet of paper, write the translation for each sentence in Cambodian. Check your answers.
1. Whose responsibility is it to teach the gospel in the family?
 2. Missionaries teach the doctrine of Christ.
 3. My faith in the Atonement of Jesus Christ is strong.
 4. This is តារា’s Book of Mormon.
 5. Your tithing money helps the church build temples.
 6. Jesus Christ is everyone’s Savior, even though some people don’t believe.
 7. The Church of Jesus Christ of Latter-day Saints.

- F. With your companion, go through the lessons in chapter 3 of *Preach My Gospel*. On a separate sheet of paper, summarize each lesson into a paragraph of what doctrines and messages it is about. Be sure to use the words ດີ/ກົດໍາ as you make these summaries. Try and get to the essence of each lesson, like if you had to share each lesson in a minute or less.

Companion

Speaking

- G. Imagine that while you are walking to your next appointment, you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to as long as we are doing good things. With your companion, practice testifying to the man that you know there is a God, that He is our Father in Heaven, and that He has a plan for us. Once finished, switch roles and do it again. Take about two to three minutes for each companionship.
- H. Tell your companion a story about something that happened to the both of you within the last week. Make use of both ປ້າ and ແຜນ five times each. After you are done, have your companion correct your usage of ປ້າ and ແຜນ. Then switch roles and let your companion tell you a different story, while making use of ປ້າ and ແຜນ.



Listening

- I. Ask your companion to tell you about their three favorite possessions before the mission. Listen to their use of conjunctions, prepositions, and possessive particles as they tell you about these things. Have them explain why they chose to give up these things to come on a mission. After they are finished, give any necessary feedback on their usage of these grammar principles, then switch.



Reading

- J. Read 2 Nephi 1:3 and Mosiah 19:21 with your companion. How is the word ຂະ used in these verses? Discuss with your companion, and brainstorm as many other phrases you can think of which use ຂະ in this manner. Write down what you come up with in your notebook.

Group

Speaking

- K. Scenario: On your way to your first appointment of the day, you come across an old man sitting on the path fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name Jesus Christ on your name tag and asks if you're Christian. With his question, you decide to take the opportunity to teach him about God and the relationship that we have with him. With your companion, practice teaching the old man about God and who He is by using the grammar principle of possession. When you are done, switch roles and do it again. Let each companionship take 3-5 minutes to role play.
- L. Separate into companionships. Have each companionship choose a different picture from the front of the Book of Mormon. Each companionship will talk with each other for two minutes about the picture. Use as many prepositions as you can to describe it. After the two minutes are up, each companionship will take a turn describing their picture to the group, using the prepositions which they had talked about with each other. Write down any words used that you are unfamiliar with in your notebook.



Listening

- M. Come up with three phrases as a group. For example: ខ្ញុំធ្វើថាសាសនាច្រកនេះពីតិត...,
យើងអាចទិញស្អាយពីគីឡូ..., and តាត់នឹងទៅប្រាប់វិហារ.... Then, one phrase at a time, go around the circle, with each person completing the sentence with a coordinating conjunction and another phrase. Each person should try and use a different coordinating conjunction than ones used previously.

For example:

- ខ្ញុំធ្វើថាសាសនាច្រកនេះពីតិត ហើយប្រាប់ខ្លួនបានហេរ យូស់ប សីដ ។
- ខ្ញុំធ្វើថាសាសនាច្រកនេះពីតិត បុន្ថែមចិនទាន់មានគិតផ្ទាល់នៅទេ ។
- ខ្ញុំធ្វើថាសាសនាច្រកនេះពីតិត ដូចំខ្លួនមានសន្លឹកភាពក្នុងដឹកជញ្ជូន ។

Asking About and Expressing Possession or Ownership

Purpose

This function will help you talk about to whom something belongs or what someone has; for example, whose baptism is coming up or what blessings you have in your life. It will also help you connect different ideas together in a sentence, as well as describe settings. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The Book **of** Mormon was translated through **God's** power. (Possessives)
- We can feel the Spirit both **in** church and **on** the street. (Prepositions)
- We need to be baptized **and** confirmed. (Conjunctions)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What is our relationship to God?)
- "Our Life on Earth" (What things do we have to help us in this life?)
- "The Atonement" (What did Christ suffer for us?)
- "Through Christ We Can Be Cleansed from Sin" (How does Christ remove our sins?)
- "Repentance" (How do we repent of our sins?)
- "Baptism, Our First Covenant" (What is our part of the covenant we make? What is God's part?)
- "Study the Scriptures" (How do the scriptures help us with problems in our lives?)
- "Live the Law of Chastity" (What does chastity include besides keeping our actions pure?)
- "Keep the Law of Tithing" (Where does everything we have come from? What do we pay 10 percent on?)
- "Observe the Law of the Fast" (How does fasting strengthen our prayers? What can we fast for?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Get to Know Someone" (What are their hobbies? What is their relationship with family members?)
- "Offer a Prayer" (What are we grateful for? How do we express our gratitude, thoughts, and desires to God?)

Expressing Possession and Association

Examples

We are missionaries **of** The Church of Jesus Christ of Latter-day Saints.

We are accountable for **our own** sins.

God is the Father of **our** spirits

We cannot **independently** return to God.

This plan is called the plan **of** salvation

យើងជាមួកដ្ឋានឯកសារយោបល់សាសនានៃសាសនាថ្មក្រ
នៃព្រះយេស៊ីវគ្រឿស្តូ និងព្រំចុងក្រោយ ។

យើងទទួលខុសត្រូវចំពោះអំពើបាបឆ្លាល់ខ្លួនរបស់យើង ។

ព្រះគីជាប្រពេជាទាងវិញ្ញាណរបស់យើង ។

យើងមិនអាចត្រឡប់ទៅដូចបនិងព្រះដោយខ្លួនឯងបានទេ ។

ដែនការណ៍នេះគ្របាយបានហេតា
ដែនការណ៍នេះសេចក្តីលព្រោះ ។

Explanation

Expressing possession can help you to communicate important ideas to those you teach. Maybe you want someone to know that God is **their** Father, or that it is **Christ's** Atonement. In these situations you must add a possessive word in the correct place in your sentence to help convey that meaning. The possessive word in Cambodian is របស់. The associative word is នៃ. This is a good guideline for beginning learners though you will soon find that these two particles are used interchangeably in many circumstances. Also, sometimes we want to talk about things that are personal, or that pertain to self. This section teaches how to express these thoughts using the self-pronoun ខ្លួន.

Possessive Particle - របស់

៨ របស់ is a possessive particle that indicates direct ownership or possession. You would use it to describe physical objects or actions that belong to someone. When translating from English it is common to use របស់ in place of possessive pronouns (e.g., mine, my, his, hers, theirs, etc.) and the “apostrophe s” ('s). The form for របស់ follows this format:

Possession + របស់ + possessor

Examples

Possession/Object	របស់	Possessor/Owner
ព្រះបន្ទូល word	របស់ of	ព្រះ God
		God's word
សេចក្តីប្រលា឴ love	របស់ of	ព្រះ God
		God's love
គោលដៅ goal	របស់ of	ខ្លួន me
		my goal
ឪជូ companion	របស់ of	គាត់ him
		his companion

In the last example here, “companion of him” does not directly mean that he owns his companion. This shows the duality of the possessive particle របស់ to indicate more than just ownership. In this case the របស់ indicates direct, or defined association.

Omitting របស់

Imagine trying to say the sentence “My sister’s brother-in-law is my teacher’s assistant.” In this English sentence we express four possessives in one idea. It is not so cumbersome to add an “s” to the end of a word. However, in Cambodian it is difficult and long-winded to have to say របស់ four separate times to express this same idea. For this reason it is common for Cambodians to simply drop របស់ in conversation to increase the speed of their communication. Listening to natives, especially Church leaders, will help you to know when it may be appropriate to drop this particle.

Examples:

With របស់	Without របស់	Meaning
ផ្ទះរបស់ខ្ញុំនៅតាមផ្លូវរុស្សី ។	ផ្ទះខ្ញុំនៅតាមផ្លូវរុស្សី ។	My house is on Russian Blvd.
គំរូរបស់ម្នាមយប់ខ្ញុំបានព្រើង សេចក្តីជូនរបស់ខ្ញុំ ។	គំរូម្នាមយប់ខ្ញុំបានព្រើងសេចក្តីជូនរឹងខ្ញុំ ។	My mother’s example strengthened my faith.
ការឡើងនិយាយរបស់គាត់បានធ្វើតែ ទៅលើប្រជានបទនៃខ្លួនទីនឹងខ្លួន ។	ការឡើងនិយាយគាត់បានធ្វើតែលើ ប្រជានបទនៃខ្លួនទីនឹងខ្លួន ។	His talk focused on the topic of self-reliance.
ដង្កាយចូលរបស់ប្រាំៗយេស៊ីវីសុំ បង្កើច្បែចំពោះកំហុសរបស់យើង ។	ដង្កាយចូលប្រាំៗយេស៊ីវីសុំបង្កើច្បែចំពោះ កំហុសយើង ។	Christ’s Atonement paid for our mistakes.
ព្រះគីម្ពីរបស់ខ្ញុំជាអ្នកព្រួយសម្រាកីជំសំ ខាន់បំផុតរបស់ខ្ញុំ ។	ព្រះគីម្ពីជាអ្នកព្រួយសម្រាកីជំសំខាន់បំ ផុតខ្ញុំ ។	My scriptures are my most important possession.

របស់ as a Noun

របស់ can also be used as a noun when it is attached to an adjective. Here are some examples. It is often used this way in the scriptures to denote possessions.

របស់ប្រសើរ <i>good things</i>	របស់បុរាណ <i>ancient things</i>	របស់ត្រួយ <i>wealth (treasure things)</i>
របស់ថែក <i>cheap things</i>	របស់ទីនឹង <i>modern things</i>	របស់សប្តាហ៍ <i>house things</i>

Associative Particle - នៃ

- 8d The associative particle នៃ means that two things are connected or associated. It may also convey a sense of possession like របស់. It is used similarly to the word “of” in English. It is placed right after the possession in a sentence, just like របស់.

Possession + នៃ + Possessor

Examples

សាសនាថ្មីក្រុងព្រះយេស៊ូវគ្រឹះសុទ្ធតែចូលក្រោម
Church + of (possessive)+ Jesus Christ + made up of + Saints of the last days
The Church of Jesus Christ of Latter-day Saints

ជំនើងល្អនៃព្រះយេស៊ូវគ្រឹះសុទ្ធ
Good message + of + Jesus Christ
The gospel of Jesus Christ

ផែនការនៃសេចក្តីសង្គោះ
Plan + relating to + salvation
The plan of salvation

Notice how the particle នៃ is actually quite versatile. In the sentences above it was used to mean possession, about, to be made up of, of, and relating to. A good rule of thumb for when to use របស់ and when to use នៃ is to think about what you are trying to express. If you want to show possession then typically you will use របស់, and if you are trying to show association you will typically use នៃ.

Reflexive Pronouns

- 8e A reflexive pronoun, also known as just a reflexive, is a pronoun that refers back to a previous pronoun in a phrase or sentence. In English this is typically expressed by adding the suffix “-self” to the end of a pronoun. For example:

me/I	→ myself
him	→ himself
it	→ itself
them	→ themselves
us	→ ourselves

In Cambodian the two basic reflexive pronouns are ផ្ទាល់ខ្លួន and ខ្លួនឯង. These two words are often used interchangeably but can have slightly different meanings.

ផ្ទាល់ខ្លួន

personally or individually

ខ្លួនឯង

by one's self

Examples

ការសិក្សាត្រាល់ខ្លួនសំខាន់ណាស់ ។
Personal study is very important.

ខ្លួនសត្វីភាពព្យាល់ខ្លួនអំពីព្រះគម្ពុជាអរមន ។
I have a personal testimony of the Book of Mormon.

តើបងមានបទពិសោធន៍ព្យាល់ខ្លួន ដែលទាក់ទងនឹងការអធិស្ឋានដៃប្រើទេ ?
Do you have a personal experience with prayer?

ប្រសិទ្ធភ្លោអូកដិតខាងជួរចង្វឹង ។
Love your neighbor as yourself.

តើយើងអាចចួយតាត់ឲ្យដូចខ្លួននឹងដោយរបៀបណា ?
How can we help him help himself?

តាត់យើងឲ្យខ្លួនតាត់នៅក្បាត់ ។
She sees herself in the mirror.

There are a couple of important things to notice from these examples. First of all, when we use “personal” as an adjective, it must come after the noun.

English: personal study

Cambodian: ការសិក្សាត្រាល់ខ្លួន (studying personally)

The second thing to notice is that when it is used as a reflexive pronoun, it must refer back to the previously stated pronoun. It would not make sense to use these words in a sentence before a pronoun is introduced. Also, the form ឯងឯង is a generic form where the ឯង may be replaced by the appropriate pronoun as was done in the last example.

Below are five sentences taken from *Preach My Gospel* that further illustrate the use of the reflexive pronoun.

ឲ្យរបៀបរាយពីការបៀបឲ្យបង្ហាញអ្នកទៅនឹងអ្នកឬពួរផ្ទាយសាសនាដើឡៀត ។
Avoid comparing *yourself* to other missionaries.

នៅពេលអ្នកធ្វើអស់ពីសមត្ថភាពរបស់អ្នក អ្នកនឹងមិនខកចិត្តលើខ្លួនបែងអ្នកទេ ។
When you have done your best, you will not be disappointed in *yourself*.

ពីរពាន់ឆ្នាំមុន ព្រះយេស៊ូវីតិស្សទ្រង់ព្យាល់បានបង្រៀនដំណើងឲ្យរបស់ទ្រង់ ។
Two thousand years ago, Jesus Christ *Himself* taught His gospel.

ទ្រង់បានលើកដាក់លើខ្លួនទ្រង់ នូវការយើងបាប់ និងជីថុងឲ្យរបស់ក្រសួង ។
He took upon *Himself* the pains and sickness of us His people.

អ្នកទាំងឲ្យរបស់នៅតាមច្បាប់ព្រហ្មរីការ នឹងរីករាយដោយកញ្ចាំង
ដែលមកពីការគ្រប់គ្រងលើខ្លួនឯង ។
Those who live the law of chastity enjoy the strength that comes from self-control.

Complementary Form of a Reflex

There is another way to express “-self” in Cambodian through the complementary form of the reflexive pronoun. This happens when ឯង and ព្យាល់ sandwich a pronoun to indicate the reflexive. The pattern is shown below.

ឯង + pronoun + ព្យាល់
self + pronoun + personal

Let's look at how it creates a reflexive pronoun.

Self + Pronoun + Personal	Translation
ខ្លួនខ្លឹមខ្លាចល់	myself
ខ្លួនគាត់ខ្លាចល់	himself/herself
ខ្លួនយើងខ្លាចល់	ourselves
ខ្លួនគេខ្លាចល់	themselves

As is the case with any complementary word pair, it is common to drop one or the other of the complements in everyday speech. Because of this you can see a reflex word appear before, after, or around a pronoun in a sentence. Look at these examples from before to see how this is done.

ការសិក្សាដោយខ្លួនខ្លាចល់សំខាន់ណាស់ ។
Personal study is very important.

ខ្លួនបែកីភាពដោយខ្លួនខ្លឹមខ្លាចល់ អំពីព្រះគម្ពីរមរីន ។
I have a personal testimony of the Book of Mormon.

តើបងមានបទពិសោធន៍ជាន់ដែលទាក់ទងនឹងការអធិស្ឋានដើរប្រើទេ ?
Do you have a personal experience with prayer?

ប្រសាណ្យអ្នកជិតខាងជួរចង្វួនខ្លាចល់ ។
Love your neighbor as yourself.

តើយើងអាចធ្វើយោត់ឲ្យខ្លួនគាត់ខ្លាចល់ដោយរបៀបណា ?
How can we help him help himself?

គាត់យើងឆ្លួនគាត់ខ្លាចល់នៅក្បួនកញ្ញា ។
She sees herself in the mirror.

Pattern Practice

	ពួកខ្លះ we	ចែកចាយ to share	អំពី about	ព្រះអង្គសព្វោះ Savior	របស់ of (possessive)	យើង us	
តើ question word	(ថ្ងៃនេះ) (today,)	យើង we	(សូម) (to request)	រៀន to learn	ក្រុមគ្រូសារ family	បង you (older)	ទេ ? Yes/No?
បាន/ចាំ Yes (M/F)	អើលី/ៗ សិស្សី Elders/Sisters	អើលី/ៗ អក់ (negator)	បង្កែង to teach	ជីវិត life	ព្រះយេស៊ីវគ្រឿស Jesus Christ	ព្រះយេស៊ីវគ្រឿស (negator)	ទេ (negator)
អត់ទេ No	លោកគ្រូ/អ្នកគ្រូ Teacher (male/female)	និយាយ to speak	សត្វណា: character	ការស្ថារឡើងវិញ Restoration	នៃ of	ព្រះអង្គ God	នៅណា ? where?
				ផែនការណា Plan		ជំណើងណូ Gospel	ពេលណា ? when?
				ជំណើងណូ Gospel		សេចក្តីសព្វោះ Salvation	យើងមែនដើរ ? how?
						សេចក្តីត្រាសលោះ Redemption	

Activities

Personal



Speaking

- A. Look around your room. Practice talking about possessions by saying 10 sentences out loud that use the word វបស់. Vary your sentence structure as you speak.

For example: នោះជាអារ៉ីបេស់ គិតលម្អិត ស្មើច ។ or សំពតរបស់ខ្លួនមានពណ៌ប្រើន ។



Listening

- B. វបស់ is frequently used as a noun meaning a possession, object, or thing. For one day, write down every time you heard someone use វបស់ specifically as a noun, rather than as a preposition.

For example: គាត់ធ្វើបិត្តរបស់ខ្លួន ។ or កង់នោះជារបស់ខ្លួន ។



Reading

- C. Read 1 Corinthians 6:19–20. Notice the possessive used in this verse. Does ដី add any additional meaning to វបស់? Is វបស់ in this case used as a noun or a preposition? Ask a native for his or her opinion on the phrase វបស់ដី. Write down what you learn in a notebook.



Writing

- D. Practice omitting វបស់ by translating the following sentences. For this activity, if a sentence only has one possessive in it, then omit វបស់. If a sentence has two possessives in it, keep the first វបស់ and omit the second. However, keep in mind that in real-life situations, if a sentence has only one possessive, វបស់ does not need to be omitted. If a sentence has two possessives then you have three options: you can omit both possessives, keep one and omit the other (typically the first វបស់ is the one omitted), or you can keep both (although that can be clunky). Check your answers.

For example: - This is my hat. នោះជាមួកខ្លួន ។

- Today is my companion's birthday. ថ្ងៃនោះជាថ្ងៃកំណើតរបស់ដែលខ្លួន ។

1. This is my older brother's suit coat.
2. Her neighbor's son wants to learn too.
3. We lost his phone.
4. I love my companion.
5. Our bishop's house is on this street.
6. She is writing in her journal.
7. My companion's bike is broken.
8. Sometimes our lives are difficult.
9. My pen is out of ink.
10. His company's headquarters are in that area.

- E. Determine whether you should use វបស់ or នៃ for the following sentences as you translate them into Cambodian. Keep in mind that for some sentences វបស់ or នៃ may be equally suitable. Check your answers.

For example: The Church of Jesus Christ of Latter-day Saints is the true church. ពាសនាថ្មីត្រូវត្រួតពិនិត្យថា យោងគឺជាសម្ព័ន្ធបាត់ក្រុងក្រាយដែលបានរៀបចំឡើង។

1. The gospel of Jesus Christ is central to the plan of salvation.
2. This is my house.
3. The temple is God's house.
4. I know the names of the members of the high council.
5. That is my companion's backpack.
6. The Atonement of Jesus Christ is essential for us.
7. Her husband is in the provinces.
8. We should always remember the importance of family.
9. This is my third transfer in this area.
10. He is our beloved prophet.

Companion



Speaking

- F. Speak with your companion about doing things by yourself. You can use any of the many derivatives of "by yourself" or "by oneself," such as ដោយខ្លួនឯង, ដោយដឹងខ្លួនឯង, or ដោយខ្លួនគាំងខ្លួនឯង, etc. Between the two of you, say 30 sentences about doing things "by oneself."



Listening

- G. ខ្លួនឯង is a phrase that is used in a wide variety of circumstances. It has many synonyms and similar phrases. ខ្លួនឯង is frequently used to show the general state of self. If used correctly it means something more along the lines of "oneself." Listen for its use in everyday conversation. For one week, write down every sentence you hear that uses ខ្លួនឯង. Go back at the end of the week and review the sentences you wrote down, and record any observations or patterns you see.



Reading

- H. Read Doctrine and Covenants 20:73 out loud with your companion. Now look at your nametags and read those out loud as well. Discuss why the word នៃ is used in this verse and in the name of the Church rather than វបស់. Write down your thoughts in your notebook. Later, ask a native member why they think that នៃ is used in these situations.



Writing

- I. The word ឆ្លាត់ can communicate the meaning of something being personal. Its usage is varied, since it can be used with ខ្លួន, រូប, or just a regular pronoun. Its word order is varied as well, sometimes appearing at the beginning (ឆ្លាត់ខ្លួន) or at the end (ខ្លួនឆ្លាត់ខ្លួន). With your companion, select a lesson that you will teach today, and then come up with 10 sentences each, all of which somehow use the word ឆ្លាត់. Once you have both written your 10 sentences, compare your sentences with each other. Share your sentences with a native, get feedback on your usage, and then revise your sentences so you can share them in a lesson.

Group

Speaking

- J. Practice using possessives, whether it be using របស់, នៃ, or just placing the noun acting as the possessor directly following the possession. For five minutes, have everyone wander around the room sharing sentences that use possession. Use a different sentence with each person to whom you talk. Come back together and go over any questions or concerns that the group has about talking about possession in Cambodian.
- K. Someone will write a topic on the board. Everyone should pair up with someone else in the room. Each person should share a sentence that relates to the topic on the board and uses the word "self" in any form (whether it be ខ្លួនឯង ខ្លួន រូបអង្គត្រដៃ ខ្លួនយើង ខ្លួនខ្សោល រូបខ្សោល etc.). Once you have both come up with a sentence to say to each other, switch partners. Come up with a different sentence that uses a different form of "self" that still addresses the topic on the board. Keep switching partners and sharing sentences until you are told to stop. Do this for a couple of minutes, then write a different topic on the board. Keep writing a new topic on the board every two minutes or so. Continually switch up your usage of the words ខ្លួន, រូប, and ខ្សោល as you go. Come back together after a few rounds and answer questions that arose about the correct way to talk about "self" in Cambodian.
- L. The following sentences are from *Preach My Gospel*. As a district, see if you can find where they are in your English version of *Preach My Gospel*. Afterward, work together to translate each sentence using the correct form of the reflexive pronoun. Once you are happy with your translations as a district find the same sentences in your Cambodian *Preach My Gospel* and compare it to your translation. Are they the same? What is different? Talk about why you may have translated these sentences differently from *Preach My Gospel*. Write what you learn in your study journal.
1. “[Spiritual experiences] are to be guarded with care and shared only when the Spirit itself prompts you to use them in the blessing of others.”
 2. “If prayer is only a spasmodic cry at the time of crisis, then it is utterly selfish.”
 3. “Heavenly Father leaves many decisions for our personal choices.”
 4. “Personal decision making is one of the sources of the growth we are meant to experience in mortality.”
 5. “As a missionary, you must first have a personal testimony that the Book of Mormon is true.”
 6. “Several of those whose writings are preserved in the Book of Mormon saw Christ personally.”
 7. “As we read the Book of Mormon with the guidance of the Spirit, it helps us answer personal questions.”

Prepositions

Examples

We have a message about Jesus Christ.	យើងមានសារលិខិតអំពីព្រះយេស៊ូវគ្រឿស្ស ។
Did you pray about the prophet Joseph Smith?	តើអ្នកធានអធិស្ឋានអំពីព្យាការី យើសប ស្តីដ ដែរប្រឡទ ?
After we are resurrected, we will remember our sins.	បន្ទាប់ពីយើងរស់ឡើងវិញ យើងនឹងចងចាំអំពីព្យាបរបស់យើង ។
Through the scriptures we learn about Jesus Christ.	តាមរយៈព្រះគម្ពីរយើងដ្ឋែនអំពីព្រះយេស៊ូវគ្រឿស្ស ។
After baptism, we covenant to share the gospel.	បន្ទាប់ពីពិធីបុណ្យប្រមិជីក យើងធ្វើសេចក្តីសញ្ញាចាន់ ចែកចាយដំណឹងណ្ហ ។

Explanation

In section three we briefly touched on prepositions. Recall that a preposition is a word that connects a noun or noun phrase which helps give more insight to an already existing SVO sentence. In this section you will learn how to effectively use prepositions that express relative location, as well as how to use the word “about” as a preposition. Understanding and knowing the process for how to use these prepositions will allow you to express deep, complex thoughts to others. You will be able to add modifications to simple SVO sentences that will give clarity to your speech and help you to be a more engaging teacher.

Prepositions of Place

Prepositions of place communicate where a noun is in relation to another noun. When using relative-location prepositions in Cambodian the preposition will often have នៅ or sometimes ទៅ or មក before the preposition. នៅ is a location particle while ទៅ and មក are directional particles that mean “towards” or “away from.” Here is a list of common location prepositions for you to learn.

ន at	ហ្មស beyond
និត near	លើ on
នៅក្រោម next to	ក្រោម below
ឆ្លាយ far	មឺន before (in front of)
ផ្ទិច around	ក្រាយ behind
ចំណោម among	ក្រាយ behind
ទល់មុខ(ពី) across from	ក្រោម out

There are a couple of ways to use a preposition in a sentence. The first way is to use a preposition in the basic SVO sentence structure.

9a

Subject + Verb + នៅ (optional) + Preposition + Object

Examples

Subject	Verb	(នៅ)	Preposition	Object
ព្រះយេស៊ូវគ្រិស្ស Christ	បានមានព្រះដន្តុរស់ lived	(នៅ) (located)	ក្នុងចំណោម among	សាសនីយុទ្ធតា ។ the Jews.
ព្រះវិហារបិសុទ្ធ The temple	ត្រូវបានសាងសង់ was built	(នៅ) (located)	ក្បែរ next to	ទីកសមុទ្រ ។ the ocean.
យុវហាន John	នៅទីតែស់ still lives	(នៅ) (located)	លើ on	ផែនដី ។ the earth.
កដ្ឋាន My bike	(តី) (is)	(នៅ) (located)	(ន) (at)	ព្រះវិហារ ។ the church.

In these cases the preposition is simply adding a detail of location to your sentence. Notice, however, that many of these sentences may feel incomplete without the preposition. This is because a preposition will often work with the verb to convey a meaning. We will learn more about this later. For now, take a look at the next basic structure for using prepositions.

SVO + នៅ (optional) + Preposition + Noun (or a noun phrase)

9b

Examples

Subject + Verb + Object	នៅ	Preposition	Noun or Noun Phrase
ខ្ញុំបានចាក់សោកដំឡូង I locked up my bike	នៅ (located)	ក្រោយ behind	ព្រះវិហារ ។ the church.
ខ្ញុំសប្តាយ I am happy	នៅ (located)	ក្នុង in	ចិត្តខ្លួន ។ my heart.
យើងបានដាក់ព្រះគីមូរមេន We placed the Book of Mormon	នៅ (located)	មុខ in front of	សាសនាតាន់ការីបស់យើង ។ our investigator.
ខ្ញុំមានសេចក្តីជានៅ I have faith	នៅ (towards)	លើ on	ព្រះយេស៊ូវគ្រិស្ស ។ Jesus Christ.

Notice the difference between this form and the first. In this form you can take out the preposition and the final noun phrase and still have a complete SVO sentence. In other words, in the first examples the preposition is describing the subject of a sentence while in the second examples the preposition is describing the object of the sentence.

Another useful way to use a location preposition is to begin your sentence with the preposition or a prepositional phrase. While this is more commonly done with prepositions relating to time, it also can be done with prepositions of place. When this grammar form is used, it flips the order of the last grammar form to look like this:

នៅ (optional) + Preposition + Noun (or a noun phrase) + SVO

Examples

នៅ	Preposition	Object	Subject + Verb + Object
នៅ (located)	នូលមុខ <i>In front of</i>	ផ្ទះខ្លះ <i>my house</i>	ខ្លះយើងព្រះវិហារចាន ។ <i>Olympic Stadium</i>
នៅ (located)	ជីត <i>close to</i>	សាកដម្មណ៍ពិភព <i>Olympic Stadium</i>	ខ្លះចានដូចបញ្ញាក់ដែលចង់រៀន ។ <i>I found a potential investigator.</i>
នៅ (located)	ជីវិញ <i>around</i>	ភ្នំពេញ <i>Phnom Penh</i>	មានខេត្តក្នុងជាត្រីន ។ <i>there are many smaller provinces.</i>

In summary, a preposition can appear nearly anywhere in your sentence. This versatility is a valuable tool. Remember though that a more complex sentence with multiple ideas is not necessarily a better sentence. Be sure to use this principle as a way to add variety to your sentences and emphasize important relationships.

About - អំពី

In many senses of the word, អំពី appears to translate directly to the English word “about” or “concerning.” There are times, however, in Cambodian when the preposition អំពី would not be translated that way. Similarly, there are times in English when the word “about” is used to mean a variety of things, such as when it is used to mean “approximately.” In these instances a different word would be used to translate this use of about into Cambodian. In this sub-section you will learn about these special cases as you study the use of អំពី in the Cambodian language. Unlike prepositions of place, អំពី is a standalone preposition that never has the particle នៅ placed before it. In speech, the word អំពី is commonly shortened to just ពី.

Let's look at some examples of when អំពី is used just like the English word “about.”

ថ្ងៃនេះ ពួកខ្ញុំនឹងបង្រៀនអំពីគួនទៅនៃព្យាការ ។
*Today we will be teaching **about** the role of a prophet.*

ពេលដែលពួកខ្ញុំបង្រៀន សូមស្វូរសំនួរអំពីអ្នកចាំងអស់ដែលអ្នកមិនយល់ ។
*When we teach, please ask **about** anything that you don't understand.*

ព្រះគ្រឿសុចានបង្រៀនអំពីពីធីបុណ្យប្រមុជទីក ។
*Christ taught **about** baptism.*

តើបងិទ្យល័យអំពីអ្នកចាំងគេនៅក្នុងជីតនេះ ?
*What do you care **about** the most in this life?*

ពេលខ្ញុំទូលាងានសាប្តាមដែលខ្លួនខ្លួនខ្លួនរបស់ព្រះគ្រឿស ។
*When I partake of the sacrament, I think **about** Christ's Atonement.*

"About" in English

- Although "about" is typically used as a preposition that means "concerning" or "in regard to," sometimes it is used to mean other things in English too. Look at the sentences below to see how about is used differently.

មានសេចក្តីល្អឥឡូវតាក់ ដែលមនុស្សទាំងអស់ យើងឲ្យបាន។
There was a goodness **about** him that everyone could see.

កម្ពស់បងប្រសិទ្ធភ្លោះ បាននឹងកម្ពស់ខ្លួន។
My brother is **about** my height.

ព្រះគ្រឿសុពលមានបន្ទូលទៅនាងម៉ាកហើយ លោកយើង ត្រូវដោយឯកជន។
Christ told Mary and Joseph that He had been **about** His Father's business.

ភាគរោច្រោះវិបាយ គឺប្រហែលម៉ោង៥ ពីទីនេះ។
The church building is **about** five blocks south of here.

Notice how in each of these cases, the word "about" in English was *not* translated as the word អំពី but instead it was translated according to its meaning within the context of the overall sentence. Be careful to use the correct words for your intended meanings as you express yourself.

Remember

- Prepositions are words that usually follow a noun or pronoun that express a relation between that noun or pronoun to another word or element in your sentence.
- Prepositions can indicate the relative location of one noun to another.
- "About" is a preposition that means "concerning" or "in relation to."
- Be careful when you translate "about" into Cambodian, because "about" doesn't always mean អំពី.

Activities

Personal



Speaking

- Come up with 15 sentences that you could use while teaching the Restoration of the gospel that use the word អំពី. Say them out loud as you think of them. Practice saying the sentences clearly and confidently.
- In Cambodian describe the painting found in the front of the Book of Mormon showing Alma and his people being baptized in the Waters of Mormon. Use all the prepositions that you can think of in order to describe the painting. Try to say 30 sentences out loud, all of which use prepositions.



Listening

- Many Cambodian prepositions are used in situations that would require a different preposition in English. Listen for sentences in which natives use prepositions differently than English. Keep a running list of this your whole mission. Go back and frequently review these prepositions that are used differently from their English companions.

For example: -She believes in Jesus Christ. តាត់ដើរស្រីរគ្រឿសុ។

-We are on the road right now. យើងតាមផ្លូវនៅខ្វែរ។

- ជល់ is a very common word in Cambodian. It is used as both a preposition and a verb. Listen for the different usages of ជល់ in everyday speech. Keep a running list in your notebook of the different situations that ជល់ is used in. Take note how it is used and in what contexts. Don't be afraid to ask a native speaker for help if needed. Review and add to your notes about ជល់ till you have mastered the concept.



Reading

E. Below is a list of some of the prepositions and prepositional phrases in 1 Nephi 11. For this list, write what words you believe should be used in Cambodian to convey the same meaning next to each word or phrase. Then read all of 1 Nephi chapter 11. Pay attention to all of the prepositions used in the chapter, but especially focus on those prepositions that you translated beforehand. Check to see if your answers match up with the words used in the Book of Mormon. Note that if some of your original answers don't match up with a preposition used in the verse, it does not necessarily mean that you are incorrect. There can be many different ways to express just one prepositional meaning in Cambodian.

1. "make them known unto me"
2. "in mine heart"
3. "caught away in the Spirit"
4. "into an exceedingly high mountain"
5. "God over all the earth"
6. "A man descending out of heaven"
7. "gone from before my presence"
8. "stood before me"
9. "after the manner of the flesh"
10. "a child in her arms"
11. "sheddeth itself abroad in the hearts"
12. "joyous to the soul"
13. "going forth among the children"
14. "fall down at his feet"
15. "led to the fountain"
16. "prepare the way before him"
17. "ministering unto the people, in power"
18. "from before my face"
19. "he was lifted up upon the cross"
20. "gathered together to fight against the twelve apostles"

F. Read Alma 50:1–8. Concentrate on the prepositions that are used in these verses. Write down any that you don't recognize or that are used in a way that you haven't heard before. Look those words up and write their definitions and usages next to them.



Writing

G. អំពី and ពី are interchangeable in many contexts, though most of the time ពី is substituted for អំពី, rather than the other way around. Practice using these verbs in the different contexts given below. Write out the sentence in Cambodian on another sheet of paper and decide whether អំពី or ពី is better for each sentence. Check your answers. Note that each sentence may have a couple of possible correct solutions, not just the solution listed (since both ពី and អំពី are often equally suitable).

1. We teach about Jesus Christ.
2. That temple is made from stone.
3. He comes from Siem Reap.
4. In our testimonies, we talk about the feelings which come from our hearts.
5. "I saw two personages . . . standing above me in the air."
6. She liked our lesson about repentance.
7. We have thought about you every day.
8. Since childhood, I have tried to follow God.
9. As we read this verse, please think about your family.
10. What do you believe about God?

H. Translate the following sentences onto a separate sheet of paper. Check your answers.

For example: The book is on the bed. សេះរក្សានោលើគ្រឿង។

1. His apartment is under theirs.
2. We want to share a scripture in 3 Nephi.
3. We need to bike through the forest to go to her house.
4. Let's meet at the church.
5. Your dog is outside the house.
6. Stealing is against the laws of God.
7. One day, we will kneel before the Savior.
8. His house is between the church and our apartment.
9. We can help pick up the trash around the outside of her home.
10. Those pamphlets are beside the door.
11. Which province are you from?
12. This road goes from here up to Prey Veng.
13. We teach English in the church across from the university.
14. The sun is directly over our heads.
15. We serve among modern-day pioneers.
16. You can lean your bike against that wall.
17. She just went inside.
18. They sell fried rice in front of their house.
19. I need to be careful when I ride my bike on the street.
20. My house is right next to the French orphanage.
21. The chapel is upstairs.
22. We need to turn ourselves towards God.

Companion

Speaking

- I. Describe the following locations to your companion using nothing but landmarks and relative locations. Do not use directional words (left, right, north, or south), rather, only use prepositions such as "in front of," "beside," "in the area of . . .," "on," "under," etc.). Work on using as many prepositions as you can to describe the locations of these places in detail. Do this often, especially when you transfer areas.
1. Your apartment
 2. Your church building
 3. The bishop's house
 4. The nearest bicycle shop
 5. The house of an investigator whom you will be teaching today
 6. The home of a potential investigator
 7. The mission home
 8. The internet cafe
 9. The stake center
 10. Your favorite Cambodian restaurant
- J. Practice using the word ពី for the preposition "from." Ask your companion where he or she is originally from, where he or she left from to come on his or her mission, and where his or her ancestors are from. Then switch. Afterwards, have your companion pretend to be a stranger whom you meet while contacting on the street. Ask your companion where he or she is from and get to know him or her a little. Then switch and have your companion practice asking similar questions.

Listening

- K. Prepositions are frequently preceded by a verb, such as នៅ នៅ មក ខាង or ពី. Listen for when Cambodians use those particular verbs before prepositions of place (like នឹង ត្រូវ មុន and ត្រូវយូ). In which circumstances do they use each verb? Record in your journal patterns that you notice about the usage of verbs before prepositions of place.

Reading

- L. Read Helaman 5:12 out loud with your companion. Write down all the prepositions used in the verse. Check your answers.
- M. As you read in the Book of Mormon, notice that there are very few instances where ពី takes the place of អំពី. Discuss why you think this is with your companion. Why are they not switched in the Book of Mormon like they often are in everyday speech? Write down your observations and thoughts in a journal. Ask a native for clarification if you have questions about ពី and អំពី.



Writing

- N. While អំពី/ពី may be used similarly to the word "about," meaning "concerning," or "with regard to," they are not interchangeable with every version of the word "about" in English. Decide which sentences would use អំពី/ពី when said in Cambodian and which would use another word for "about." Afterwards, on another sheet of paper translate only the sentences that would use អំពី/ពី. Use the answer key to check your answers, as well as to see how you could translate the other sentences that don't use អំពី/ពី.
1. This book is about Jesus Christ.
 2. This book is about 500 pages long.
 3. I am about to go back to my house.
 4. We turned our bikes about.
 5. What are you thinking about?
 6. There were a lot of animals about the house.
 7. She is about my height.
 8. There is something odd about him.
 9. Missionary work is about helping other people.
 10. President trained us about effective contacting.

Group



Speaking

- O. Have a companionship leave the room. As a group decided where to hide a certain small object (like a marker). Once you have hidden it, invite the companionship back in. That companionship will ask questions, one person at a time, to try and determine the location of the marker. Use questions that include prepositions such as នៅ ក្រោម and ក្រោយ.



Reading

- P. Read Joseph Smith History 1:16–17 with your whole group. (Skip the first two lines of verse 17. Start again at "កាលពិនិត្យនោះស្មើពី...") Afterwards, split into individual companionships. Work on reciting the First Vision to your companion. Make sure you concentrate on the picture that the prepositions in these verses are helping to paint. After 10 minutes of reciting the First Vision to your companion, pair up with another companionship. Practice teaching the other companionship about the First Vision for two minutes, including sharing Joseph's account word for word. Then, for one minute, evaluate how you did, and then reteach the First Vision for another two minutes. Then switch with the other companionship. Once you are done, come back together as a group and discuss which prepositions were used and how they helped to describe the scene and setting of the First Vision.

Conjunctions

Examples

Truth does not change with conditions or time.	សេចក្តីពិតមិនផ្លាស់ប្បរទៅតាមស្ថានភាពប្រពេលអេឡាទោ។
God reveals truth to apostles and prophets	ព្រះបើកសម្រេចសេចក្តីពិតជល់សារក និងព្យាករ។
Baptism is ordained of God and must be performed by His authority.	ពិធីបុណ្យប្រមិជ្ជីកគឺត្រូវបានតែងតាំងឡើងដោយព្រះ ហើយត្រូវតែងឡើងដោយសិទ្ធិអំណាចរបស់ត្រង់។
God gives us commandments to protect us.	ព្រះប្រទានបទបញ្ជត្តិជល់យើងដើម្បីការពារយើង។
"Baptism by water is but half a baptism, and is good for nothing without the other half—that is, the baptism of the Holy Ghost" (<i>Preach My Gospel</i> , 9).	"ពិធីបុណ្យប្រមិជ្ជីក ហើយការពារយើង ត្រូវតិចតាក់ កណ្តាលទៅ យើងការមិនធ្លួចបើកានពិធីបុណ្យមួយឡើង ដែលការពារយើងប្រមិជ្ជីកដោយព្រះវិញ្ញាណបរិសុទ្ធតែ។"

Explanation

A conjunction is a word that can be used to connect more than one clause or thought. They can also give insight by showing a relationship between the thoughts that they connect. Conjunctions such as "and" and "or" can be used to connect items in a list. Because conjunctions help you to establish relationships between ideas, they will be an effective tool for you to use as you teach the restored gospel. Conjunctions will help you to express important ideas that show the various relationships of the gospel in clear and simple language. Study the examples and activities in this section and consider how this grammar principle can help you to fulfill your purpose as a missionary.

Coordinating Conjunctions

Coordinating conjunctions are the most common type of conjunction. You will typically find a coordinating conjunction in the middle of a sentence connecting two phrases. Sometimes these conjunctions will appear at the beginning of a sentence to emphasize a relationship or to transition between ideas.

Note: A common way to remember coordinating conjunctions in English is to use the acronym F.A.N.B.O.Y.S. This stands for the seven common coordinating conjunctions, which are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Regardless of which conjunction you use, remember that the purpose of using a conjunction is to connect phrases and to show relationships between different clauses.

Below is a list of some of the most commonly occurring conjunctions in Cambodian.

ឯក្សា (ត្រូវតា) for, therefore	ហើយនិង and
ប៉ុន្ម but	ឬ or
ដូច្នេះ therefore, so	ដើម្បី to, in order to

10a Cambodian conjunctions follow the same basic grammar format as English.

ដែលគឺជាអ្នកពីអាមេរិកហើយនិងខ្លួនខ្លួន។
My companion is from America and I am from Japan.

ថ្ងៃនេះម៉ោង១២ យើងនឹងជួយបមីជណាត ឬយើងនឹងទៅញាបារថ្ងៃត្រជាត់។
Today at 12:00 we will be meeting with Ming Nat or we will be eating lunch.

ខ្ញុំសិក្សាកាសាថ្មីត្រូវបាន ក៏ប៉ុន្មខ្លួនគឺអ្នករៀនខ្លួនតែប៉ុណ្ណារៀនខ្លួន។
I study Cambodian all the time, however, I try to think only about my investigators while I teach.

ខ្ញុំដឹងថាបានរំភៀបចិត្តទូលបាលរបស់ខ្លួនមេរោនទាំងអស់មុនបានចូលសង្គាល់។
I know you are excited to get baptized, but you must learn all the lessons before you interview.

ខ្ញុំមានស្តីពីពេលនេះដែលអ្នករៀនខ្លួនយាយ ដូច្នេះខ្លួនគឺជាប្រជាពលរដ្ឋយុទ្ធសាស្ត្រ។
I have a testimony of the gospel, therefore, I want to serve a mission.

ខ្ញុំអាតស្សរយល់ពីអ្នករៀនខ្លួននឹងយាយ ដូច្នេះខ្លួនគឺជាប្រជាពលរដ្ឋយុទ្ធសាស្ត្រ។
I don't really understand what my investigator is saying, so I am going to have to rely on the Spirit to help me.

ខ្ញុំចង់ត្រាយជាអ្នកជនឡាតាំងការណាសា ដើម្បីខ្លួនបានសិក្សាដូចជាមួយនឹងការអនុវត្តព្រមទាំងជាបីសិទ្ធិ។
I want to become an expert in the language so that I can help others come unto Christ.

ខ្ញុំបានបង្ហាញជាប្រជាពលរដ្ឋយុទ្ធសាស្ត្រដែលអ្នករៀនខ្លួនបានបង្ហាញ។
I teach the gospel so that Cambodian people can have greater happiness.

Notice how in each of these examples, the clauses on either side of the conjunction could stand alone as their own sentence, but the conjunction connects the clauses and shows a relationship between the two. In sentences like the ones above, if there is a shared subject or verb between the two clauses they are often dropped to increase fluency and speed of speech. Sometimes conjunctions will be shortened, or combined to create other conjunctions with added meaning. The table below shows some of most common transformations.

10b

ហើយ and (used to connect clauses)	និង and (connects listed items)
ប្រកែ or also, alternatively	ក៏ប៉ុន្ម but also, however
ទៅ but	អងើន so

Examples

ម្នបខ្មែរដែលខ្សែចូលចិត្តគឺ ពាយតានា និងម៉ោង ហើយនិងតាម្ភាស់ ថែមទាំងបេកបៀវ ។
*My favorite Cambodian foods are fried rice **and** fried noodles **and** pineapple stir-fry **and** fried bananas.*

ដៃគូខ្លឹម ហើយខ្លឹមនឹងទៅស្ទឹងសត្វថ្ងៃច័ន្ទនេះ ។
*My companion **and** I are going to the zoo this Monday*

យើងភាគចប់បោះនអ្នករដ្ឋាភិបាលដីចុងសុខភាព បុរីយើងភាគចប់បោះនពួកគេអំពីក្រោមគ្រែសា ។
*We could teach new investigators about the Word of Wisdom, **or** we could teach them **about** families.*

ជាចម្បាតាក្នុងក្នុងចូលចិត្តខ្លឹម ពេទ្យការក្រោម ព្រោះស្រាវជ្រាវ បុរីយើងភាគចប់បោះនមិនមែនខ្លឹម ។
*Typically children like me, **however**, this baby cries every time it sees me.*

បងមិនត្រូវធ្វើអ្នកដែលយើងនិយាយ ក៏ដូចត្រូវបើបងធ្វើនៅទៅនៅពេលកំណើនកំណើន ។
*You don't have to do anything we say, **but** if you do then you will find peace.*

អត្ថិន ហេតុអ្នកខ្លឹមគេតែត្រូវតែស្អាប់បង បើដីវិតខ្លឹមសប្បាយហើយ ?
So why should I listen to your message if my life is already happy?

And: ហើយ និង ហើយនិង ប្រមទាំង រួមទាំង ថែមទាំង

The terms ហើយ និង and ហើយនិង are not the only way to translate the English word "and." Alternative ways include ប្រមទាំង រួមទាំង and ប្រចាំង. ទាំង essentially means "including." These three alternative ways of saying "and" have very similar meanings and are fairly interchangeable, though each carries a slightly different connotation. The following examples are some of the different ways ទាំង is used.

10c

ទាំង	including
ប្រមទាំង	<i>jointly including</i>
រួមទាំង	<i>combined/connected including</i>
ថែមទាំង	<i>additionally including</i>

Examples

ទាំងស្ថុកខាងជើង ទាំងស្ថុកខាងក្បែង ចង់មានសកម្មភាពសម្រាប់ចូលឆ្នាំខ្មែរ ។
*The North **and** South stakes wanted to have an activity for Cambodian New Year.*

ដៃគូខ្លឹម ប្រមទាំងខ្លឹម បានដេកពេលយើងបានជីវិចយន្តក្រុងទៅបាត់ដំបង ។
*My companion **and** I both fell asleep while riding to bus to Battambang.*

ខ្លឹមបានគិតថាបាកពួក រួមទាំងប្រមគ្រែសារលោកពួក នឹងមានសំនួរពួកខ្លឹម ។
*I thought that you **and** your family would have questions for us.*

ផើលខេរទៅងើតិតរារខ្លឹម ថែមទាំងខាត់សែកដើងខ្លឹម ។
*You always iron my shirt **and** polish my shoes.*

The Conjunction បា

បា is translated to approximately mean “that,” when used as a conjunction. This is a word that is often omitted as a conjunction in English. For example:

Elder San knew [that] he should be studying his scriptures.

I really felt [that] Elder San could be working harder than he is now.

I hope [that] I can help him to reach his potential as a missionary.

In each of the examples above, the word “that” is optional. In Cambodian though, it is much more common to include បា as a conjunction in your sentence. When បា is used in this way you can think of it as meaning “the following,” as in “I think the following . . .” This will help you to use this word correctly. The grammar form for បा is shown below.

10p

Subject + Verb + បា + SVO Sentence

Examples			
Subject	Verb/Verb phrase	បា	SVO Sentence
ខ្លួន / I	ដឹង know	បា that	ប្រាស់អ្នន្តព្រោសលោកខ្លួន។ my Redeemer lives.
តាត់ He	ពិតជាគិត really thinks	បា that	តាត់មិនអាចឆ្លើយទំនាក់អារក្រាសប់តាត់។ he can never change his bad habits.
មនុស្សទាំងអស់ Everyone	ត្រូវតែមានការមួលដាក់ should feel	បា that	ពួកគេមានគីសង្ស័យនៅលើអនាគតរបស់ពួកគេ។ they have a hope in their future.
ពួកខ្លួន We	បានរៀន learned	បា that	មនុស្សនឹងមួយច្បាប់ដែលតាមតម្រូវការរបស់ពួកគេ។ every person must be taught according to their needs.
បទគ្មីរទាំងឡាយ The scriptures	ចែកចាយ share	បា that	យើងអាចរៀនពីបទគ្មីរសំណើរបស់យើង។ we can learn from our experiences.

Notice how បា always comes after a verb when it is used as a preposition. បា can come after a noun or pronoun when it is used as a verb to mean និយាយ or something along the lines of “said the following . . .”

បា vs ដែល vs អញ្ញាំង vs នៅ៖

We use the word “that” in four different ways when speaking in English.

1. As a conjunction between a verb and an independent clause like in the examples above.
2. As a pronoun for objects and people (i.e., The thing that would help . . . or the person that means the most to me . . .)
3. As an adverb to specify the application of the verb (i.e., I know that! or I can't believe you think that).
4. As a specifier to distinguish nouns (i.e., that dog, that bag, and that book).

Each of these uses of the English word “that” is represented by a different word in Cambodian. Look at the table below to see the differences.

10e

English	Use	Cambodian
<i>that</i>	conjunction	ចា
<i>that/which/who</i>	pronoun	ដែល
<i>like that</i>	adverb	អញ្ចីង
<i>that</i>	specifier	នៅ៖

Examples

សមាជិកនៅទីនេះដឹងថា ពួកគេត្រូវតែសង្ឃប្រាក់សម្រាប់ទៅប្រាក់ដើម្បីរឿបសុទ្ធតែ។
*The members here know **that** they should be saving to go to the temple.*

ពេលដែលពួកគេទៅដឹងព្រះវិហារបរិសុទ្ធមានអារម្មណ៍ដែលពួកគេមាននោះគឺជាដឹងថាបានពួកគេចងចាំប៉ុណ្ណោះដែលបំផុត។
*When they get to the temple, the feelings **that** they have will be what they remember the most.*

ខ្សែយើងមានអារម្មណ៍ដូចអញ្ចីងនៅប្រាក់ដើម្បីរឿបសុទ្ធមានយើងត្រូវព្យាយាមឡើងចូលរបស់របស់យើងមានអារម្មណ៍ដូចអញ្ចីងដែរ។
*If we feel **that** way in the temple, we should try and make our homes feel like **that** too.*

អារម្មណ៍នោះជាប្រព័ន្ធឌីឡាលាកដែលប្រាប់យើងថា យើងនៅក្នុងដំណាក់របស់គ្រែង។
*That feeling is the Spirit telling us **that** we are in the Lord's house.*

គឺជាដឹងថាអ្នកយើងនឹងបានគឺជាដឹងថាគីឡូម៉ែរមេន។
*The book **that** will help us the most is the Book of Mormon.*

ដោយការនោះគឺជាដឹងអញ្ចីង អ្នកនឹងមានអារម្មណ៍ពីរតូមានរបស់ព្រះក្នុងដីវិតរបស់អ្នក។
*By reading the scriptures like **that**, you will feel God's presence in your life.*

Notice where each of the uses of “that” will appear in your sentence. Comparing how each one is used will help you to understand when and where to use these words in Cambodian.

Compare

ចា

Will always follow a verb, verb phrase, or noun.

ដែល

Usually follows a noun like នីមី មនុស្ស ឬ អ្នកណា. Occasionally follows verbs.

នៅ៖

Always follows a noun to specify that “that” noun is what is being talked about.

អញ្ចីង/ដូចេះ

Can be used as the conjunction word “so” as well as an adverb specifying the action of the verb.

Remember

- Coordinating conjunctions connect ideas and show their relationship. (FANBOYS)
- In Cambodian, coordinating conjunctions can be shorted or combined to create new conjunctions.
- ទាំង means “including” and can often be used to replace the conjunction “and.”
- ចា is a special conjunction that usually comes after a verb and means “the following.”
- We use the word “that” to mean many different things in English. Be careful when expressing yourself to use the appropriate translation.

Activities

Personal



Speaking

- A. 10a. បុំព្យូទ័រ is frequently shortened to តិ៍ in Cambodian, both spoken and written. Practice shortening បុំព្យូទ័រ to តិ៍ for a whole day, by conscientiously replacing បុំព្យូទ័រ with តិ៍ in every situation where you would use the English word "but." Notice how Cambodians use the two words in everyday speech. Native speakers use តិ៍ more often than បុំព្យូទ័រ when speaking informally, but when they really want to put emphasis on "but," they generally use បុំព្យូទ័រ, said slowly and emphatically.



Listening

- B. 10c. Listen for natives to use ចែងទាំង, រមទាំង, and ព្រមទាំង. In a notebook, record patterns you detect in the usage of each word. Ask a native speaker about the differences between how each of those three phrases are used. It may also help to look up ចែង, រម, ព្រម, and ទាំង in the dictionary, in order to understand what meaning each of those words brings.



Reading

- C. 10a. ត្តីតិ៍, also spelled ដ្ឋីតិ៍, is a word that is almost never used in common speech but is frequently used in the scriptures. Its meaning and usage are very similar to "for" in English, as in "For _____ behold . . ." or "He received the Spirit, for he had prayed with all of his heart." Read the following verses, write down questions that you have about the word ត្តីតិ៍, and ask them to a native speaker. Write down any answers or information that they tell you about ត្តីតិ៍ that you didn't already know.
1. 1 Nephi 1:13–16
 2. Doctrine and Covenants 4:4
 3. Mosiah 13:13
 4. Ether 15:19
- D. 10a. Read Jacob 5:46–52. Write down on a separate sheet of paper all of the coordinating conjunctions (FANBOYS) that you find in these verses. Be careful, not every ហើយ, តិ៍, and ដូច្នេះ/ដូច្បែះ that you will see are actually coordinating conjunctions. Examine each context to determine what purpose the words are serving. You should find 27 coordinating conjunctions in total.



Writing

- E. On a separate sheet of paper, translate the following sentences. Pay special attention to the correct Cambodian conjunction that corresponds with each bolded word. Check your answers when you are finished.
1. We should read **and** pray.
 2. Feelings from the Spirit are quiet **but** powerful.
 3. We shouldn't feel depressed **or** discouraged.
 4. I know **that** the Book of Mormon is true.
 5. We obey **in order to** show our love for God.
 6. Heavenly Father **and** Jesus Christ love you.
 7. God is merciful, **but** also just.
 8. We shouldn't fear **or** doubt.
 9. Let's read verses three **and** four **and** five.
 10. Jesus Christ performed the Atonement **so** that we can return to Heavenly Father.
 11. Ether taught **that** our weaknesses could become strengths.
 12. I follow Jesus Christ, **so** I am His disciple.

- F. 10c. Practice the different usages of the coordinating conjunction “and” by translating these sentences on a separate sheet of paper. Check your answers with the answer key.

1. We visited ភាសនា and ពិសិដ្ឋ and វិធីកា before lunch.
2. I will share my testimony and then you can extend the commitment.
3. My companion and I want to teach you about Jesus Christ.
4. We need to believe, repent, and also make covenants in order to return to our Heavenly Father.
5. Jesus Christ is the way, the truth, and the life.
6. I am thankful for God and for His true Church.
7. “In the name of the Father, and of the Son, and of the Holy Ghost.”
8. I came to Cambodia and loved the people immediately.
9. Peter, James, and John obeyed and followed the Lord.
10. God is our Father and we are His children.

Companion

Speaking

- G. 10e. Practice using the words ដូច្នេះ/ដូច្ប័ែះ and អត្ថិភ័យ (sometimes spelled អុចិចិង) with your companion. Each of you come up with 10 sentences that you can say to each other that use one of those words. After you have each used 10 sentences that communicate the idea of “so,” discuss the usage of ដូច្នេះ and អត្ថិភ័យ with each other. How are these words used differently? In which contexts is ដូច្នេះ used instead of អត្ថិភ័យ? Write down what you determine with each other in your conversation, and then ask a native about how they use the two differently.
- H. 10b. A few coordinating conjunctions often have the word នឹង (“also”) attached to them. These conjunctions are បុន្ណោះ and បុន្ណែះ. នឹង slightly changes the meaning of the conjunction that it is attached to. Write down 20 sentences each that use the word នឹង connected to a conjunction. Discuss with each other how នឹង changes the meaning for each of these different conjunctions (បុន្ណោះ and បុន្ណែះ). Make sure you put នឹង in the right place as well, whether that be before or after the word (បុន្ណោះ and បុន្ណែះ must have នឹង directly after them, and បុន្ណោះ must have it directly before it).



Reading

- I. 10b. ហើយ is an extremely common word in Cambodian. It is used in a couple of different ways, either as a word indicating the completion of a task (like “already”) or as the conjunction “and.” Sometimes, it may be confusing whether the word ហើយ is being used to convey completion or readiness in a preceding clause (“already”), or whether it is connecting the previous clause to the one in front of it (“and”). With your companion, read the following sections and help each other determine which usages of ហើយ connote completion and which usages are conjunctions. Ask a native speaker for help if you are unsure.
1. 1 Nephi 1:15–18
 2. 3 Nephi 12:2–13
 3. Mosiah 11:26–29
 4. 1 Nephi 16:38
 5. Alma 26: 3, 22
 6. 1 Nephi 8:11



Writing

- J. 10c. Pick one of the lessons that you are going to teach today. With your companion, brainstorm 10 sentences that use the word “ទាំង” to communicate the idea of “both,” whether that be “ទាំង...ទាំង...” or “ទាំង...និង...” Write them all down. Choose a couple sentences that feel the most appropriate to incorporate into your lesson. Share them in your lesson later that day.

For example: “ពេលណាយើងសុចិត ើងអាចមានប្រវត្តិការណ៍នៅជាមួយើង ទាំងយប់ទាំងថ្ងៃ ។” or “ខ្ញុំដឹងពីបង្កើតរបស់អ្នកណាម្នាក់ដែលមករកទ្រង់ឡើយ តីទាំងខ្លួនឯធនិងស ទាំងបានគេ និងសេវា ទាំងប្រស និងស្រី ។” (2 Nephi 26:33).

- K. 10e. អញ្ជីន (or អូចិច), is one of the most common conversational words in Cambodian. Its usage extends beyond that of just a conjunction, which is the way it is used in the sentence, “ខ្ញុំប្រាបាច្ញោះ អញ្ជីនខ្ញុំបែងបើមនុស្សដឹងទេ ។” It also can be used to mean “that way,” “like that,” “is that so?” and several other phrases that may be hard to translate directly into English. Its use is informal; in formal speech ដូចឡេះ or របៀបនេះ is typically substituted. With your companion, translate the following sentences on a separate sheet of paper. Determine whether you need to use អញ្ជីន or not. Check your answers in the back of the book.

For example: Don't speak like that! កំនើងយាយអញ្ជីន! or កំនើងយាយរបៀបអញ្ជីន!

1. Hold the sickle this way.
2. I like that you teach that way.
3. Oh, is that so?
4. Okay, well let's go and visit them then.
5. If we do things like that, then we aren't worthy to be baptized.
6. You have followed the commandments, so you have been blessed.
7. Why do you want to teach in that manner?
8. If you read the scriptures in this way, you will learn a lot more.
9. When you are baptized you will be briefly immersed in the water, like this.
10. You have to eat it like this.

Group

Speaking

- L. 10e. On a separate sheet of paper, translate the following sentences. Determine whether they would use ប៉ា or ដីលូ. Check your answers in the back of the book.

For example: I know that the Book of Mormon is true. ខ្ញុំដឹងថា ព្រះគម្ពីរមនុសាត់ជាការពិត។

1. We think that you are wonderful.
2. I heard that a storm is coming.
3. We're the missionaries that talked to you yesterday.
4. I am so happy that I had the opportunity to meet you.
5. Do you feel that what we have taught is true?
6. Ponlok said that he wants to be baptized!
7. The church that has the priesthood of God is the one that has the power to help save us.
8. He said that he wants to hold the priesthood.
9. God gave us the Book of Mormon that we may know that He lives.
10. It is Christ's Atonement that helps us be clean from sin.
11. I agree that we need to rely on Christ's grace to be saved.
12. I don't know if he will be the one that will home teach you or not.
13. I know that The Church of Jesus Christ of Latter-day Saints is the church that God established for His children.
14. Who is the one that prayed last time?
15. It is the weather that will ultimately determine if we can meet him.
16. I know that he is the prophet that God has called.



Reading

- M. 10a. With a group, read 2 Nephi 32 "popcorn style." One person will read until they get to a coordinating conjunction (FANBOYS), then the next person will pick up from that coordinating conjunction and read till the next coordinating conjunction, and so on and so forth. Do this until you finish the chapter. If you get to a word you don't know or if you think of a question about Cambodian while reading, write it down, and ask an experienced or native speaker afterwards.

Review: Possession or Ownership

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Expressing Possession or Ownership

- Possession and Association
- Prepositions
- Conjunctions

Activities

Personal



Speaking

- A. In Cambodian, write five goals that you hope to accomplish in the next six months. Phrase each goal so that it has the words ផ្ទាល់ខ្លួន or ខ្លួនខ្លាង in it. Share your goals with your companion and ask for their feedback on the grammar you used in your sentences. Put the list of goals somewhere where you will read it every day.



Listening

- B. Find a young man or woman who is preparing to serve a mission. Ask him or her to practice introducing the Book of Mormon to you. Write down any of the phrases that use with “របស់” and “នៃ.” Ask the member to help you use those words correctly in your own teaching.



Reading

- C. Read in the Cambodian Book of Mormon in Alma 34: 20–27. Underline the word “របស់” and pay attention to how it is used. Create a lesson plan about prayer for one of your investigators and include these verses in it. Practice teaching your plan to your companion who will play the role of that investigator and give feedback on how well you used possessives.
- D. Read the section labeled “គោលបំណងរបស់អ្នក” on page 1 of the Cambodian *Preach My Gospel*. On a separate sheet of paper make three lists: Conjunctions, Prepositions, and Possessives. List out all the corresponding words contained within the paragraph. Check your answers.



Writing

- E. On a separate sheet of paper, write the translation for each sentence in Cambodian. Check your answers.
1. Whose responsibility is it to teach the gospel in the family?
 2. Missionaries teach the doctrine of Christ.
 3. My faith in the Atonement of Jesus Christ is strong.
 4. This is តារាំង's Book of Mormon.
 5. Your tithing money helps the church build temples.
 6. Jesus Christ is everyone's Savior, even though some people don't believe.
 7. The Church of Jesus Christ of Latter-day Saints.
- F. With your companion, go through the lessons in chapter 3 of *Preach My Gospel*. On a separate sheet of paper, summarize each lesson into a paragraph of what doctrines and messages it is about. Be sure to use the words ពី/អំពី as you make these summaries. Try and get to the essence of each lesson, like if you had to share each lesson in a minute or less

Companion



Speaking

- G. Imagine that while you are walking to your next appointment, you see a man waiting for a bus, reading a newspaper. You invite him to listen to your message. His response to you is that all religions teach us to be good and that it doesn't matter what religion we belong to as long as we are doing good things. With your companion, practice testifying to the man that you know there is a God, that He is our Father in Heaven, and that He has a plan for us. Once finished, switch roles and do it again. Take about two to three minutes for each companionship.
- H. Tell your companion a story about something that happened to the both of you within the last week. Make use of both បាន and ដែល five times each. After you are done, have your companion correct your usage of បាន and ដែល. Then switch roles and let your companion tell you a different story, while making use of បាន and ដែល.



Listening

- I. Ask your companion to tell you about their three favorite possessions before the mission. Listen to their use of conjunctions, prepositions, and possessive particles as they tell you about these things. Have them explain why they chose to give up these things to come on a mission. After they are finished, give any necessary feedback on their usage of these grammar principles, then switch.



Reading

- J. Read 2 Nephi 1:3 and Mosiah 19:21 with your companion. How is the word នៃ used in these verses? Discuss with your companion, and brainstorm as many other phrases you can think of which use នៃ in this manner. Write down what you come up with in your notebook.

Group



Speaking

- K. Scenario: On your way to your first appointment of the day, you come across an old man sitting on the path fishing. You and your companion decide to squat down next to him and start talking to him. As you are talking, he reads the name Jesus Christ on your name tag and asks if you're Christian. With his question, you decide to take the opportunity to teach him about God and the relationship that we have with him. With your companion, practice teaching the old man about God and who He is by using the grammar principle of possession. When you are done, switch roles and do it again. Let each companionship take 3-5 minutes to role play.
- L. Separate into companionships. Have each companionship choose a different picture from the front of the Book of Mormon. Each companionship will talk with each other for two minutes about the picture. Use as many prepositions as you can to describe it. After the two minutes are up, each companionship will take a turn describing their picture to the group, using the prepositions which they had talked about with each other. Write down any words used that you are unfamiliar with in your notebook.



Listening

- M. Come up with three phrases as a group. For example: ខ្ញុំធ្វើថាសាសនាចក្រឡេនេះពីត . . . , យើងអាចទិញស្មាយពីគីឡូ . . . , and តាត់នឹងថោរព្រះវិហារ . . . Then, one phrase at a time, go around the circle, with each person completing the sentence with a coordinating conjunction and another phrase. Each person should try and use a different coordinating conjunction than ones used previously.

For example:

- ខ្ញុំធ្វើថាសាសនាចក្រឡេនេះពីត ហើយថាប្រែច្បែងបានហេរ ឬដែលស្ថិត ។
- ខ្ញុំធ្វើថាសាសនាចក្រឡេនេះពីត បុន្ណែមឱ្យមិនទាន់មានតំនើនដែលខ្លះនៅទៅ ។
- ខ្ញុំធ្វើថាសាសនាចក្រឡេនេះពីត ដូច្នេះខ្ញុំមានសន្លឹកភាពក្នុងជួងចិត្ត ។

Asking About and Describing Objects, People, and Their Characteristics

Purpose

This function will help you talk about what something is like; for example, talking about what God is like and what His characteristics are.

Below are examples of the types of things you will be able to express with the grammar in this function.

- When we are resurrected, our bodies are **perfect** and **immortal**. (Adjectives- Building on the Basics)
- God loves all of His children **very** much. (Intensifiers)
- The terrestrial kingdom is **higher** than the celestial, but the celestial is **highest**. (Comparisons)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What are God's characteristics? What is He like?)
- "The Great Apostasy" (What was it like during the Apostasy? What kinds of things were taught?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What was Joseph Smith like? What was it like where he lived?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How would I describe the Book of Mormon and bear testimony about it?)
- "Pray to Know the Truth through the Holy Ghost" (What does the Spirit feel like?)
- "Our Life on Earth" (How would I describe this life?)
- "The Spirit World" (What is the spirit world like?)
- "Kingdoms of Glory" (What are the three kingdoms like? How are they ranked and why?)
- "Obey the Word of Wisdom" (What are things we should avoid taking into our bodies?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Get to Know Someone" (What kind of person is he or she? What is his or her family like?)
- "Make a Purchase" (How would I describe what I want to buy?)
- "Meet Someone" (What do I want them to know about who we are? Can I describe them to someone else?)
- "Give Directions" (What does the building look like?)

Adjectives - Building on the Basics

Examples

Our bodies are **sacred**.

របកយរបស់យើងពិសិដ្ឋ។

Our physical bodies are **imperfect**.

របកយសាថម្មរបស់យើងមិនល្អតតខ្ងះទេ។

The **Great** Apostasy led to spiritual darkness.

ការក្សត់សាសនានំដី នាំកន្លែរសេចក្តីនឹកខាងវិញ្ញាណ។

We are **accountable** for our own sins.

យើងទទួលខុសត្រូវចំពោះអំពេជាបរបស់យើង។

Honorable people who did not accept the gospel will live in the terrestrial kingdom.

មនុស្សដែលសុចិចតែមិនបានទទួលដំណឹងល្អនឹងទទួលកន្លែកនៅក្នុងគម្រោង។

Explanation

In this section you will have the chance to learn more about adjectives and how to use them to describe other nouns. You will review the basic grammar structure of adding adjectives to nouns. You will also learn how to describe colors and add them effectively to your speech. The “-able” adjective structure will be introduced to you and its applications and limitations explained. Finally, you will learn about the use of negative particles to reverse the meaning of adjectives and verbs.

Noun + Adjective: Using ដ៾ / ដែល

As you learned in previous sections, in Cambodian an adjective comes directly after the noun it describes. When you want to emphasize the adjective you are using, the article ដ៾ is typically used. ដ៾ is used between the noun and the adjective and has the meaning “which is.” The words ដ៾ and ដែល are somewhat interchangeable as they have very similar meanings. Another common pattern is for ដ៾ to be used in conjunction with true adjectives, while ដែល is used with descriptive verb phrases like enduring faith or abiding trust. Here is the basic grammar form of Cambodian adjectives.

11a

Noun + (ដ៾) + Adjective(s)

Examples

Noun	(ដ៾)	Adjective
មិត្តភកិ friend	(ដ៾) which is	ដីតស្ទិទ្ធ close
ខ្សែយ pillow	(ដ៾) which is	ទន្លេលាស់ very soft
ផ្ទះ road	(ដ៾) which is	ចង្វែក narrow
មេដ្ឋន lesson	(ដ៾) which is	ដែងអស្សាយ long and amazing

More Examples

ច្រើន់បានធ្វើជាតីរួមឱ្យសត្វាំ ។
He has set the **perfect** example.

តាមរយៈសេចក្តីដំឡើ អ្នកអាចទទួលវិវេណា:ថ្វាល់ខ្ពស់ ។
Through faith you can receive **personal** revelation.

សេចក្តីសង្ឃឹមគឺជាការទូកចិត្តហើយពីថ្ងៃថ្ងៃ ព្រះអម្ចាស់នឹងបំពេញការសន្យាបែបស់ច្រើន់ ។
Hope is an **abiding** trust that the Lord will fulfill His promises

ប្រភពដែលមិនចេះចំនៅ នៃសេចក្តីសង្ឃឹមរបស់យើង គឺជា យើងជាបុគ្រាទប្រព័ន្ធរៀបចំ ។
The **unfailing** source of our hope is that we are sons and daughters of God.

តើបញ្ជាតិធម្មយសំខាន់បំផុត គឺចំណោមក្រីត្រូវនឹងយទាញអស់ ?
"Which is the **great** commandment in the law?"

Omitting ដ៾

When the only purpose of a sentence is to state a noun and its adjective, then ដ៾ should not be used.

11b

មិត្តភកិរបស់ខ្លួន ។
My friend is **great**.

In the example above, placing ដ៾ between the noun my friend and the adjective great would be incorrect.

Use ដ៾:	Don't use ដ៾ when:
<ul style="list-style-type: none"> • To emphasize an adjective. • Before a string of adjectives. • In writing or formal speech. 	<ul style="list-style-type: none"> • The adjective is acting as the main point of your sentence. • You want to increase speed and fluency. ដ៾ is always optional.

Colors

Like other adjectives, colors should be used after the noun that they describe. A color is often preceded by the color word ពណ៌. This word is optional in speech, but can sometimes be useful when you want to clearly specify that you are talking about a color as opposed to something else. Cambodian colors are often derived from an object that is the best representation of that color to a Cambodian. This is much like how the word orange can describe a color as well as a fruit in English. This is useful because if you ever need to describe a color that you don't know the name for you can just use the word ពណ៌ in front of an object of that color. However, you must be careful when doing this to ensure you don't pick an object that doesn't have a consistent color or isn't a clear color of any kind.

11c

Noun + (ពណ៌) + Color**Examples**

ខ្ញុំចង់ពាក់ក្រវិតកពណិទិនក្រចបស់ខ្លួន ដោយសារវា នាំសំណានល្អមកខ្លួន។
*I want to wear my **orange** tie because it brings me luck.*

ខ្ញុំគិតថាគាត់ត្រានៅតែស្អែកសំណែតពណិក្រហមនៅថ្ងៃអាទិត្យ។
*I think she only wears **red** skirts on Sunday.*

ហានុលក់ខោអារមនពណិត្រប់យ៉ាង ទាំង ក្រហម ទីក្រចច ស្សាយ បេចន ខៀវ និងលើងជន។
*The clothing shop has many colors of fabrics including **red, orange, purple, green, blue, and yellow**.*

ខ្ញុំគិតថា អារ៉ែបស់ស្មើគ្រឿរមើលសំនីងក្រុវិលមាស ហើយសំណែតពណិភ្លាត។
*I think that your **white** blouse looks good with your **gold** earrings and **brown** skirt.*

តើអ្នកមិនមានកាបូបដូចនេះ តែពណិភ្លាតូកទេ ?
*Do you have this same backpack in **pink**?*

Green & Blue ពណ៌ខៀវ

Green and blue are defined differently in Cambodia than in America. What you might call green, a Cambodian might call blue. ពណ៌ខៀវ encompasses blue and most greens in general delineations. It is not uncommon for a Cambodian to refer to both green and blue objects as ពណ៌ខៀវ. When specifically pointing out the color green, like a banana leaf, as being different from blue, then a Cambodian might use the term ពណ៌បេតង.

Hue, Tone, and Color Modifiers

To specify a specific hue of pink or a certain tone of blue or a different shade of red, there is a unique vocabulary that must be learned. The words below are the most commonly used color modifiers.

Word	Meaning
ចាស់	old/dark
ឆ្នើ	young/light
ស្រស់	fresh/bright
ខ្លំ	ripe/dull

When using a color modifier, it must be placed after the color it modifies, like any modifier in Cambodian.

11d

Noun + (ពណ៌) + Color + Modifier**Examples**

ខ្ញុំចង់ពាក់ក្រវិតកពណិទិនក្រចចាស់បស់ខ្លួន ដោយសារវា នាំសំណានល្អមកខ្លួន។
*I want to wear my **dark orange** tie because it brings me luck.*

ខ្ញុំគិតថា គាត់ត្រានៅតែស្អែកសំណែតពណិក្រហមស្រស់ នៅថ្ងៃអាទិត្យ។
*I think she only wears **bright red** skirts on Sunday.*

ខ្ញុំគិតថា អារ៉ែបស់ស្មើគ្រឿរមើលសំនីងក្រុវិលមាស ហើយសំណែតពណិភ្លាតូខ្លួន។
*I think that your **white** blouse looks good with your **gold** earrings and **light brown** skirt.*

តើអ្នកមិនមានកាបូបដូចនេះ តែពណិភ្លាតូខ្លួនទេ ?
*Do you have this same backpack in a **dull pink**?*

គំពូរ: Expressing the Suffix “-able/-ible”

- 11e In Cambodian the phrase ត្តិរចូល means to be worthy of and is used as a prefix to verbs to create an adjective. In English the suffix -able/-ible performs a similar function, though not identical. When ត្តិរចូល is placed before something it basically means “good for . . .,” “worthy of . . .,” “should be . . .,” or “fitting for . . .” The ចូល is often dropped in colloquial speech to increase fluency.

Examples

តួរ	Verb	Adjective
គួរចូរ worthy of	សែខ្សាថ្ម to love	គួរចូរសែខ្សាថ្ម <i>loveable</i>
គួរចូរ worthy of	ចូលចិត្ត to like	គួរចូរចូលចិត្ត <i>likeable</i>
គួរចូរ worthy of	សរស់រ to praise	គួរចូរសរស់រ <i>praiseworthy</i>
គួរចូរ worthy of	ឆ្លាច់ to be scared	គួរចូរឆ្លាច់ <i>scary</i>
គួរចូរ worthy of	ដោសភាង to avoid	គួរចូរដោសភាង <i>worthy of avoidance</i>
គួរចូរ worthy of	ថែរក្រា to preserve	គួរចូរថែរក្រា <i>worthy of being preserved</i>

- 11f Notice how some, but not all, of the examples above combine to create an -able/-ible word. In the case of loveable and likeable, both imply that the object should be loved or liked. This parallels well with the meaning “worthy of” that comes from តួច្ចៃ. Other examples like praise-able, scare-able, avoidable, and preserve-able seem to have a different connotation than “worthy of” and therefore do not translate the same way. Don’t just automatically assume that because a word ends in -able or -ible in English that it will be accompanied with តួច្ចៃ in Cambodian.

Examples

ដែរគឺខ្លួនគ្មានត្រង់ណាស់!
My companion is so loveable.

យើងចានជីវិះកដ់យ៉ាងល្អបំផុតកាត់ផ្លូវដែលគួរឡើងទៅ។
*We biked down the **scary** path as fast as we could.*

ថ្ងៃនេះយើងបានមានអ្នកដំឡើងនិយាយមួយដែលចូរចូលជាស្ថាប់ និយាយអំពីសេចក្តីជាំនៅ។
*Today we had an **engaging** speaker talk about faith.*

របៀបដែលភាគត់តែងទៅជួយឱ្យខ្សោយបស់ភាគត់ គឺស្ថិតុយសេរីថ្លែង ។
The way he always helps his parents is really praiseworthy.

Pattern Practice

យើង we	បង្កែន teach	គុណា family	ដែល which	ត្រូវ(ឱ្យ) (...able)	សមាង love
តើ question word	ប្រធានសាខា branch president	ស្មាល់ to be familiar with	សុខា Sokhaa (name)	(ដែល) (មិន/ អត់) (which) (negator)	ចូលចិត្ត to like
បាន/ទា Yes (M/F)	ប្រធានសាខាគមសព្ទាះ relief society president	ត្រូវកំសួរសុខទុក្ខ to need to visit	អ្នកវិន investigator	ចាប់អាមុណ្ឌ to be interested	បានទេ ? can yes/no?
អត់ទេ No	ប្រធានក្រុងអីលីម៉ែ elder's quorum president	អាចជួយយើងបង្កែន can help us teach	សមាជិកមិនសកម្ម less-active member	បង្កែន to teach	(ទេ) (negator)
	អ្នកជីកនាំបេសកកម្ពុជ្យដ ward mission leader	បង្កែនតាមដ្ឋៃ to home teach	មិត្តភកិ friend	អាណាព to pity	
	ប្រធានយុវជន young men's president	ស្សាគរក to search for	អ្នកផែលចង់រៀន referral	ជ្រួយ to help	
	ប្រធានយុវនានា young women's president			ស្មាយ to be sad	

Negative Particles

¹¹⁸ Negative particles are words that can reverse the meaning of adjectives and verbs, and sometimes even nouns. They can also be used to mean “no” when used on their own, like the term អត់ទេ. Negative particles will always come before the verb or adjective that they negate, with the exception of the end particle ទេ. ទេ always comes at the end of the phrase that it negates as a complement to other negative particles. It is an optional addition that can be added to emphasize the negation.

There are many different words for “no” in Cambodian. Some of them are used differently than the rest. For example, ពី is mostly used in literature and almost never used in common speech. ពីតិ also is not used very frequently in common speech, except for certain phrases like ពីតិតាមនានា ពីតិតិថ្លែង and លូតិតិខ្សោះ. The technical meaning of the word អត់ is “without” or “lacking,” similar to គ្នាន់, but its usage has evolved over time so that now everyone uses it like អត់ or មិន. មិន is very versatile, since it can negate any part of speech (though it must be combined with មិនជា to negate a noun). មិន is also more polite than អត់. All of the negative particles, whether it be មិន អត់ ពី ពីតិ or some derivative of those, may be used to negate an adjective or a verb.

Examples

Particle	Meaning/Use
មិន	Negates meaning of a word (common, generic, considered more refined in speech than អត់)
អត់	Negates meaning of a word (very common); also means “to be lacking” or “without”
ពី	Negates meaning of a word (poetic)
ពីតិ	Negates meaning of a word (uncommon, from older dialects)
គ្នាន់	អត់មាន (only used to negate the verb “to have”)
ទេ	Used as the optional complementary ending negative particle to all negative particles; helps to reinforce the negation of a phrase

Negating Verbs

The basic grammar format for negating verbs is shown below.

11h

Subject + Negative Particle + Verb + Object + (ទេ)

Examples

ខ្ញុំមិនអាត់ទៅប្រាសព្យាប័ណ្ណនេះទេ ។
I **won't** be going to church this week.

ហោតុមីបងមិនចង់ទូលាបិធីបុណ្យប្រមុជទីក ?
Why **don't** you want to be baptized?

អេណុសជាក្នុងមិនសូវក្រក់ប៉ុន្មានទេ ។
Enos **wasn't that** bad of a child.

ការព្យាយាម ហុងតាត់ឲ្យផ្តាល់ប្រគួល់ តតប្រយោជន៍ទេ ។
Trying to force him to change is **pointless**.

«. . .ដែលមានស្តី និងសិរីរុងរឿងដែលពិភាក្សាទាំងនាពានទេយ. . .»
“. . .whose brightness and glory **defy** all description. . .”

Notice in the third example the use of the word ស្តី. When it is used after a negative particle in this way it lessens the extreme quality of the negated verb or adjective. It has a similar feel to the phrases “not that bad,” “not so smart,” and “isn’t so perfect.” Sometimes the word ប៉ុន្មាន is placed just before the end particle ទេ to convey the same meaning.

Negating Adjectives and Adverbs

To place emphasis on negating the adjective or adverb of a sentence, the negative particle is placed just before the adjective or adverb it is negating. Because adjectives and adverbs in Cambodian can often occur after the noun or verb they modify, the negative particle will also be used after the verb. This may seem different than what you are used to in English. Look at the grammar structure as it is outlined below.

11i

Subject + Verb + Negative Particle + Adjective/Adverb + (ទេ)

Examples

ខ្ញុំប្រាំអាត់ឡើងទេ ។
I **didn't** eat enough.

ខ្ញុំទៅមិនបាន ។
I **can't** go.

ខ្ញុំទៅដោលទីនោះអាត់ទាន់យ៉ាងទេ ។
I **won't** get there in time.

It is also acceptable, especially with complementary adverbs, to use a negative particle before the verb. This would follow the same grammar structure as negating verbs and feels more comfortable to a native English speaker. While both are correct grammar forms, the structure shown above is by far the most commonly used.

11j

Negating Nouns

To negate a noun, especially when comparing two nouns, use the phrase មិនមែនជា as a connector between the two nouns. See section 4 activity H for practice with this principle.

Noun + មិនមែនជា + Noun + (ទេ)

Examples

ពួកខ្ញុំមិនមែនជាព្យាករី ។
We are **not** prophets.

គាត់មិនមែនជាលោកគ្រប់ទេ ។
He is **not** a doctor.

ខ្ញុំមិនមែនជាមនុស្សខ្ពិត ។
I am **not** a lazy person.

សាសន់លេបមិនមែនជាប្រជាជនដែលសុភាយ ។
The Lamanites were **not** a happy people.

Pattern Practice

		ដើង	ថា	ការអធិស្ឋាន	សំខាន់		
/		know	that	prayer	important		
តើ	យើង	(មិន/អត់/ពី)	គិត	ថា	ព្រះគម្ពីរមេរណ	ពិត	ទេ ?
Question word	we	(negative particle)	think	that	the Book of Mormon	true	yes/no?
បាទ/ចាំ	បង		ឃើញ		សាសនាថាចក្រនេះ	ល្អ	ហើយប្រឡង
yes (M/F)	you (slightly older)		believe		this church	good	yet?
អត់ទេ				ព្រះគីស្ស	អត់ឆ្លើត		
/				Christ	patient		
		ដើង	ថា	ការអធិស្ឋាន	គឺជា	រយៈបណ្តាល់ព្រះអង្គ	
		know	that	prayer	is	the way to know God	
		គិត	ថា	ព្រះគម្ពីរមេរណ	គឺជា	សេចក្តីពិត	
		think	that	the Book of Mormon	is	truth	
		ឃើញ		សាសនាថាចក្រនេះ		សាសនាថាចក្របស់ព្រះអង្គ	
		believe		this church		God's church	

Activities

Personal



Speaking

- A. 11a-b. Practice using adjectives by describing the words and phrases given below. Come up with three adjectives for each word or phrase. Use the adjectives in a sentence (or in several sentences). Say the sentences out loud. Make sure that your tone of voice matches the topic and adjectives that you are using.

1. Joseph Smith	6. baptism	11. your phone
2. Sacred Grove	7. covenant	12. faith
3. priesthood	8. your bike	13. mortal life
4. your apartment	9. rainy season	14. the celestial kingdom
5. sacrament meeting	10. the temple	15. listening

- B. 11f. Listen for តួរទ្វោ everyday. Write down every phrase you hear where someone uses it. Highlight phrases that are much different than the way you would have phrased it in English (for instance, someone may say តួរទ្វោខ្លាច to give a meaning that is similar to the English word “scary.” We don’t say “scared-able” in English). Go back and frequently review those phrases, particularly the highlighted ones, until you feel comfortable with the usage of តួរទ្វោ.
- C. 11a-b. Cambodians often pair up related, independent adjectives right next to each other. Common examples of this are ដំណាត, ល្អយឆ្នាំង, ស្អប់សេវា, លើចាប, ចុរចែត, and ប្រុសត្វាត. While unrelated adjectives may sometimes be placed adjacent to each other, this is far less common. In some circumstances, Cambodians may combine three or more adjectives by placing them right next to each other. For one day, listen to the way native speakers pair up adjectives. Write down all the adjective pairs and chains that you hear.



Reading

- D. 11a-b. Read 1 Nephi 15:32. Notice the use of ខាង. Why did it need to be used in these verses? Why is ខាង ever used in this context? What other words are frequently used with ខាង to help them function as adjectives? Write down your thoughts in your notebook, as well as make a list of as many words as you can think of that use ខាង to help a noun be used as an adjective (excluding directional words like ខាងក្រោម or ខាងជើង).
- E. How would you say the scriptural phrases in the table below? Number a paper 1 to 10, and create two columns. In the first column, guess what each phrase below would be in Cambodian using the vocabulary you know. Then, comparing the English scriptures to the Cambodian scriptures, look up the scripture reference listed next to it, and find the actual wording used. Write it down in the second column on your paper.

Phrase	Reference
1. still, small voice	1 Kings 19:12
2. brass plates	1 Nephi 5:10
3. “broken heart and a contrite spirit”	2 Nephi 2:7
4. “strait and narrow path (which leads to eternal life)”	2 Nephi 31:18
5. “wrestling with God in mighty prayer”	Alma 8:10
6. holy prophets	Mosiah 15:11

7. great and marvelous	1 Nephi 1:14
8. great and spacious building	1 Nephi 11:35, 12:18
9. large in stature	1 Nephi 2:16
10. "thou art a sober child, and art quick to observe"	Mormon 1:2

Writing

- F. 11b. The order in which words are placed affects the emphasis of a sentence. For instance, saying "My bike is blue" would have a different word order than saying "My blue bike . . ." Practice emphasizing different parts of a sentence by translating these sentences below onto a separate sheet of paper. Check your answers with the answer key.

For example: My bike is blue. ກັ້ນຊື່ຕົວເຂົ້າໄໝ້ ।

My blue bike . . . ກັ້ນຕົວເຂົ້າໄໝ້ເຊື່ອ . . .

1. This food is delicious. **vs.** I like delicious food.
 2. That is his fast, red car. **vs.** His red car is fast.
 3. God wants us to have pure hearts. **vs.** Our hearts are pure.
 4. That tall missionary is here. **vs.** That missionary is tall.
 5. That is a good question. **vs.** That question is good.
 6. Our wonderful bishop . . . **vs.** Our bishop is wonderful . . .
 7. That terrible road is very bumpy. **vs.** That bumpy road is very terrible.
- G. 11i. On a separate piece of paper, come up with sentences that negate the following adjectives. In your sentences, once you have negated the given adjective, use the antonym of that adjective to correct the sentence.

For example: ໄກສິດ້າຍ - ປະຕູ້ຮ່າມຮ່ານມີນໂກສິດ້າຍເທົ່ານີ້

- | | |
|-----------|---------------|
| 1. ແກ້າຍ | 6. ປະໂຫຼາກ |
| 2. ເງົາຍ | 7. ປະບູກປະບລ່ |
| 3. ກົກທາມ | 8. ກົກສ່ |
| 4. ມູລ | 9. ໂົງ້າ |
| 5. ຍື້ຕ | 10. ຜົນືຕ |

Companion

Speaking

- H. 11a-b. When used, it gives the adjective a little bit more emphasis, since it calls more attention to the noun phrase. With your companion, try to focus on using ນີ້ as much as you can for one whole day. Pay attention to when ນີ້ sounds fine and when it maybe sounds too formal. Ask a native speaker if you have any questions about when it is best to use ນີ້. At the end of your day, discuss with your companion what you learned about the usage of ນີ້. Write down any patterns you noticed.
- I. 11c-e. Open up a paperback copy of the Book of Mormon. Flip to the painting at the front of the book titled *Jesus Christ Visits the Americas*. Describe the colors of the people's clothes, the landscape, and other objects in the scene in as much detail as you can. Be sure to use words such as ທາສົບ, ຊື້, and ປົບສົບ to modify different colors. After you're done describing the colors,

describe the painting in as much detail as you can using any adjectives you can think of (adjectives different than colors). Look up any words that you don't know and write them down in your wordbook. Go back and review them until you know them all from memory.



Listening

- J. Watch the Cambodian “Finding Faith in Christ” video with your companion. What adjectives do they use in the video? Write down all the adjectives that are used in the video that you don’t recognize. Ask a native speaker about what those words mean, how they are used, and whether they are frequently used in everyday speech or not.
- K. 11a-b. The word កង means a form, shape, or figure. Its usage is varied and it is often paired with adjectives to connote different things, though the original, inherent meaning of កង doesn’t necessarily change. For instance, កង can connote something along the lines of “pretty/fairly” as in “ថ្វីទេះកងត្រជាក់ ។” It can also express something similar to “has the form of . . .” like “អាគារនោះកងខ្សោយ” Or it can be used similarly to “ហា កបិ” or “seems to be . . .” as in “មើលទៅ ភាគកងដូចជាចិនសប្បាយចិត្ត”. For one week, listen for the word កង. You may be surprised how often you hear it. This is the case with many new words that you learn. Write down all the ways you hear it used and then at the end of the week, write a brief summary of its usage in your notebook.



Reading

- L. 11a-b. With your companion, read the section entitled “ព្រោនដើម្បីដឹងពីការបំផុសនៃព្រះវិញ្ញាណ” in ប្រកាសដំណឹងលួរបស់យើង. Copy down all the words that are used to describe what the Spirit feels like. Look up any words that you do not know. Discuss with your companion how you can better describe the quiet promptings of the Spirit to your investigators. Practice teaching about the Spirit to each other until you feel comfortable describing the different feelings that the Spirit can bring.



Writing

- M. 11h. The word ធម្មោះ is frequently put with the negative particles មិន, អតិ, and ពី to lessen the intensity of a negative statement. Its meaning is similar to “not really” or “not quite.” Practice using ធម្មោះ with your companion by writing ten sentences each that use the word ធម្មោះ and then reading them out loud to each other. Help correct each other if necessary.
- N. 11a-b. តិ៍ can be used between a noun and an adjective. This concept is briefly covered in an activity in section 4, “The “To be” Verb.” តិ៍ is placed between a noun and an adjective to emphasize the adjective itself. The example in section 4 was “. . . តិ៍នៅនៃព្រលិះ ទាំងឡាយ តិ៍មហិមាណស់ . . .” The word មហិមា is central to the meaning of this whole sentence, and this is emphasized by the use of តិ៍. It also helps to clarify the sentence by connecting the adjective back to the noun that it was modifying: ភ្លៀនូយ. Translate the following sentences. Use the word តិ៍ in each example. Note that តិ៍ can often be utilized in many of the instances outlined in activity F of this section, which describes how word order can emphasize an adjective. For instance, the example from that activity, “My bike is blue,” could also have been translated as កិច្ចិម្ពឺតិ៍ពណ៌រោរៈ. Check your answers with the answer key.
 1. Our Savior, Jesus Christ, is perfect.
 2. The day of my baptism was wonderful.
 3. Today is so fun.
 4. She is very serious.
 5. Joseph Smith was very young when he saw God.
 6. Their house is filthy.
 7. My pen is red.
 8. The new church building is pretty.
 9. The problems which Alma’s people faced were difficult.
 10. His bike is old.

Group

Speaking

- O. 11a-b. Brainstorm as a group which adjectives are the best to talk about and describe the Savior. Write them up on a whiteboard. Then go around in a circle and have each person in the group come up with a sentence that uses one of the words on the whiteboard. Once a particular adjective has been used, cross it off. Keep going around the circle until all of the adjectives have been used in a sentence.
- P. 11g-j. Discuss in a group the differences and similarities between the different words for no, both those mentioned above and others (ເຖິງ ດາວໂຫຼດ ເຊີ່ມ ໄກສະ: etc.) Write down what you discuss in a notebook.

Intensifiers

Examples

Families are very important to God.	ក្រុមគ្រួសារមានសារ៖ សំខាន់ណាស់ចំពោះព្រះ។
The Great Apostasy led to the organization of many churches.	ការក្បត់សាសនាឌំនាំកន្លែរការបង្កើតសាសនាថ្មភាពប្រជាធិបតេយ្យ។
They told Joseph that none of the churches were true.	ប្រឹងទាំងពីរអង្គមានបន្ទូលប្រាប់យើង ដែលបានសាសនាថ្មភាពប្រជាធិបតេយ្យ។
There are different kingdoms of glory.	មាននគរវេនាតាពង្ឋង់ពើផុសរបស់។
Do all you can to leave your area stronger . . .	ចូរធ្វើកិច្ចការឡើងសំណង់ពីសមត្ថភាព ដើម្បីអាយកំហែងរបស់អ្នកការនៃតែខ្លួនខ្លួន . . .។

Describing

Explanation

Intensifiers are adverbs that are added to a word or phrase to deepen, emphasize, or enhance its meaning. There are many different ways to intensify the meaning of a word or phrase. One simple way is to repeat the adjective you would like to intensify. Another way would be to add an intensifying word such as *really*, *very*, or *so*. You can also intensify a phrase by using stronger verbs and adjectives, by making a more definitive statement, or by using an intensifying phrase. In this section you will learn how to use these techniques to increase your mastery of adding emphasis in Cambodian.

Repeating Adjectives

If an adjective is repeated it increases the intensity of the adjective.

Examples

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ផ្ទះដំឡើងមួយនោះ ជាបស់លោកស្រីកខត្តមធ្យោ សុវណ្ណៈ។
That **really big** (*literally big big house*) house belongs to his excellency Thuu Sovann.

មួបនេះឆ្លាត់។
*This food is **very** delicious.*

ពួកបារីតែងតែពាក់ក្រោរតែកចំឡើង។
*Pu Hoa always wears **very strange** ties.*

ពួកស្រលាត់យើងជី។
*Dad loves us **a lot!***

ចំណុចសំខាន់ៗគឺ . . .
*The **really important** points are . . .*

Intensifying Words

12b The words listed below can be added to your phrase to intensify its meaning. The six on the left side always occur right after an adjective. The two in the middle always occur before an adjective. The two on the right side are ending particles that emphasize the finality or definitive nature of a phrase. The English definitions are obviously rough approximations; many of these words are interchangeable.

Adjective + Intensifier	Intensifier + Adjective	Ending Intensifier
ណាស់ very	ក្រោលង extremely	ដែះ so
មេនទេន really	ឆ្នាំង strong/strongly	ពេក too
	សេន exceedingly	ទេ emphasis end particle
	មបា largely (prefix)	ហ្មង * informal emphasis end particle

*ហ្មង is one of many less-formal ending intensifiers that you will hear on a daily basis. As a missionary you should be careful to never seem too informal or casual in your speech.

Examples

ក្រុមគ្រួសរបស់ខ្ញុំចំឡកណាស់ ។ My family is very weird.	ខ្លំព្យាប់ប្រើនពេក ។ I ate too much.
តាត់ណូមេនទេន ។ He is really good.	តាត់ចូលចិត្តអានអត្ថតាចិំសេនអស្សាយ្យ នៅក្នុងព្រះគម្ពីរសុខ ។ She likes to read the really amazing miracles in the Bible.
លោកមានតួនិាតលបជំក្រោលង លើក្រុមគ្រួសរបស់តាត់ ។ He has a very big influence on his family.	តាត់ចូលរៀនមហាផីទ្វាប់យនៈខ្សោះពេញ ។ He attends the university (literally very big school) in Phnom Penh.
លោកសង្ឃឹមបានទេសនិត្យឆំង ។ The monk was speaking loudly .	ខ្លួនអត់ដឹងហ្មង ។ I really don't know.
តាត់ព្យាប់ប្រើនម៉ែះ ។ He really ate a lot.	ខ្លំសប្តាយទេ ! I'm really happy!

Intensifying Phrases

Intensifying phrases typically come after verbs and while they may add some meaning, they can also be used when trying to add emphasis to a phrase. Familiarize yourself with the phrases below. Keep in mind these are only some of the most commonly used phrases.

តែម្មង totally	(ជា)ជាច់ខាត absolutely
អស់រលីង completely (gone, out of)	ចិនខាន without fail

Examples

អាគារបិទពេម្យ ដោយសារលើចងឺក ។

*The building was **totally** closed due to flooding.*

ធោរបានលួចអីវិន់តេអស់រលើ ។

*A thief **completely** cleaned them out.*

ខ្ញុំនឹងទៅផ្សារនៅថ្ងៃក្រោមចំណេចខាត ។

*I will **absolutely** go to the market on preparation day.*

គាត់នឹងធ្វើសក្ខីភាពកល់ថ្ងៃអាជីត្យតមអាហារ ជាមិនខាង ។

*He will bear his testimony every fast Sunday **without fail**.*

Remember

- Intensifiers are added to a word or phrase to deepen or enhance the meaning.
- One way to intensify adjectives is to repeat them.
- Intensifying words such as so, very, and really can be added to your sentences.
- Idioms and phrases can also be used to add intensity or deeper meaning to your sentences and phrases.
- Using an intensifying end particle at the end of your sentence will add even greater emphasis.

Activities

Personal



Speaking

- A. Repeating a word or phrase can be done for several reasons: indicate plurality in some nouns, intensify adjectives, and connote repetitiveness or a pattern in phrases. Practice this principle of repetition by coming up with 10 phrases that repeat a word. Say them out loud. In one of the lessons you are teaching today attempt to use repetition five different times. Switch up the way you use it; for example, don't only use it to indicate plurality.

For example:

ឯម្ធាក់ថ្ងៃគិតិស្សនាកល់ថ្ងៃ ។

-ព្រះយេស៊ូវគ្រឿស្សិនមែនគ្រឿមគិតិស្សន៍ ។ គ្រឿងជាប្រព័ន្ធផ្លូវប្រឈមប្រព័ន្ធនេះរបីតា ។

-ក្រុមគ្រឿស្សិនរបស់ខ្លួនខ្លួន ។ ក្រុមគ្រឿស្សិនរបស់ខ្លួនខ្លួន ។



Listening

- B. Pay special attention to how native speakers enunciate ទេ. Often times you may think that they are using a negative particle, but it may in fact be an exclamatory particle. This may not cause any drastic changes in meaning (the sentence would be negative regardless, because of the negative particle at the beginning of the clause), but it may help you pick up on moods and feelings better. This will also help you understand if someone is making an exclamatory statement or asking a yes-or-no question. For a week, write down every sentence you hear when someone uses ទេ in a way that you are unsure of its exact meaning. Go back at the end of the week and evaluate the sentences you wrote down. Determine how the speaker was trying to communicate the word ទេ. If you need further help with the word ទេ, don't be afraid to ask a native speaker.

- C. A significant part of Cambodian humor involves using intensifiers to make hyperbolic statements. Look for less-formal situations where it would be appropriate to use an intensifier to make a funny hyperbole. Intensifiers like ណាំស៊ា, ម្លៃ៖, ពេក, ម៉ែន, តែម្នាច, and ដល់ចិន are frequently used in situations like this. Formal words such as សៀវភៅ and មហាត្ស are also sometimes brought into informal contexts to be funny. Be careful to not be offensive or rude, since it is incredibly easy to speak in a way that would offend another, especially in a language that is not your native tongue. In your notebook, keep a running list of funny hyperboles and other appropriate jokes that you hear. Be sure of their correct context and usage before you use them with others.

Reading

- D. Read the following verses. Take note of how these verses use ត្រូវបែងជី as an intensifier. In which situations was it used to intensify a word or phrase? Write down what you learn, as well as what you have observed about how ត្រូវបែងជី is used, or not used, in everyday speech. Consider asking a native speaker how they make use of the phrase.
1. 2 Nephi 1:1
 2. Mosiah 23:4
 3. Alma 62:41
 4. Alma 43:21
 5. 3 Nephi 6:13
- E. Observe the usage of the intensifying phrase ដាប់ខាត in the following verses (you might open up to the English companion verse to see what the Cambodian translators translated from). What does this phrase mean in this verse? Where was the intensifier used in the sentence? How does this compare to how you hear it used in everyday conversation? Summarize everything you know about the intensifying phrase ដាប់ខាត in a paragraph in your notebook.
1. Alma 41:15
 2. Alma 53:17
 3. Mormon 3:11, 16

Writing

- F. The word ពេក is very similar to the English word “too,” as in “That is too much,” or “That is too far.” While the English word “too” is only used with adjectives, the Cambodian word can be used with either រឹង. Often with verbs. Practice using the word ពេក by translating the following sentences into Cambodian on a separate sheet of paper. Check your answers.

For example:

This place is too far from the church. → កន្លែងនេះធ្វាយពេកពីព្រះវិហារ។

Don't run too much. → កំរត់ពេក។

ឯកសារយុទ្ធម៌ពេកគួងមេដ្ឋាននោះ។

1. This soup is too hot.
2. We should not stray too far away from God.
3. It is too hot today.
4. She knows too much.
5. We rode our bikes too fast.
6. He spends too much time with people who are a bad influence on him.
7. Can you plan too much?

8. Asking too many questions can sometimes make someone feel nervous.
9. I eat too much.
10. I eat too much meat.
11. The temple is too far for them to go regularly.
12. She writes too much.
- G. The word exceedingly is often used in the Book of Mormon as an intensifier. Read the verses below, in English, and write down your own translation for the use of exceedingly in each verse. Now read the verses in Cambodian and write down the actual translation next to your own. Compare the two translations and write a paragraph in Cambodian explaining how intensifiers are used in the scriptures. Ask your companion to read your paragraph and check your logic, grammar, and spelling.
1. Alma 50:18
 2. 4 Nephi 1:10
 3. Ether 9:16
 4. Alma 62:48
 5. Alma 43:43
 6. Helaman 6:12
 7. 3 Nephi 19:3
 8. Companion
 9. Speaking
- H. លាត់ and មេនទេស may be the two most common intensifiers in Cambodian. Their usages differ slightly, similar to the words “very” and “really” in English. They almost mean the exact same thing, and in many sentences they both sound perfectly fine, but sometimes “very” sounds better than “really,” and vice versa. It is the same way in Cambodian with លាត់ and មេនទេស. Practice using លាត់ and មេនទេស with your companion by coming up with a compliment for every single person whom you plan to meet with this next week. The sentences need to use លាត់ or មេនទេស to highlight a specific positive quality that you admire or have noticed in each person. Write these sentences down and use them as you teach these people later in the week; be sure to tell each one of them what you’ve been admiring or noticing about them. Remember to use លាត់ and មេនទេស as you tell them.
- For example: មិនធានីក្របាល ព្រមទាំង ថែរបស់មិនខ្សោយណាស់!
- I. The Cambodian word for “strong,” ឆុង, is frequently used to intensify words. The meaning of ឆុង actually is not changed to do this, it just has a much more varied usage than the English word for strong. Practice teaching the first lesson with your companion. Between the two of you, use 10 sentences that utilize ឆុង as an intensifier. Afterwards, discuss any questions you have about the word ឆុង. Ask a native speaker if you are still unsure.



Listening

- J. Not all intensifiers go after the word or phrase they are intensifying. Older words, such as នៅន and មួយ, actually occur before the word or phrase they are intensifying. While neither are used in common speech very often, they are frequently used in Cambodian literature and poetry. Write down every time you hear or see one of these two words used. Keep a running log in a notebook in order to help you understand what phrases and words are best to use these two words with.

- K. ពេម្យង can be a difficult word to understand at first. Its literal meaning is “only one time” and it is often used literally. Sometimes though, in informal contexts, it essentially means “completely” or “totally,” in the way that those two words are used to intensify things. It can also just colloquially emphasize something, although its usage is slightly different from លាងស់ or មែនទេន. It connotes a finality, completion, absoluteness, or immediacy to the word or phrase that it is intensifying or emphasizing. Listen for ពេម្យង (and its often-used contraction, which sounds like “ត្រូង”) as you go about each day. Record patterns of its usage, then summarize its meaning and usage in a notebook, according to your personal experience with the word.



Reading

- L. ឡើ៖ is a commonly used intensifier. It is often used similarly to “so” or “so much” in English, as in “She is so good” (ភាគតែល្អឡើ៖) or “Their voices are so much alike” (ធនឡើ៖ពួកភាគតែប្រើដៃរីត្រូវឡើ៖). Read the two scriptures listed below that use the word ឡើ៖. Write down what you observe about how it is used in these verses. Write down how often you hear ឡើ៖ used that way in everyday conversation. List every other meaning and usage of ឡើ៖ that you can think of.
1. John 3:16
 2. D&C 34:3
- M. Read the following verses with your companion. Focus on the usage of អតិបរមា in these verses. After you have read them, discuss how it was used in the verses. Talk about how much អតិបរមា is used in everyday conversation, as well as the use of its antonym, អប្បបរមា.
1. 1 Nephi 5:21
 2. 1 Nephi 8:12
 3. Jarom 1:3
 4. Alma 31:2
 5. Alma 60:14
 6. Mosiah 4:11, 20

Group



Writing

- N. Invite each missionary to write down as many intensifiers as there are missionaries in your group, minus one (for example: if you had eight missionaries in your group, you would write down seven intensifiers on the board). Each member of the group will write a specific, positive compliment for all the other members of the group using a different intensifier from their list for each compliment. At the end, take turns reading your sentences. Afterwards, give each other constructive feedback on grammar and word usage as necessary.

Comparisons

Examples

Heavenly Father wants us to become **like** Him.

This kingdom is **compared** to the glory of the sun.

After the anointing, **one or more** priesthood holders will lay their hands on your head.

I've had the **same** kinds of questions.

By obeying God's commandments, we come **closer** to Him.

ព្រះរិបីតាស្តីចំង់ឲ្យយើង ប្រភាយដូចជាថ្រែង ។

នគរនេះប្រើបង្កើតនឹងការងារឲ្យនៃព្រះអាចិក ។

បន្ទាប់ពីធីលាបប្រើបង្កើតការងារឲ្យការងារ ម្នាក់ប្រើបង្កើតបញ្ជីជាក់ដែរក្នុងការងារ ដូរក ។

ខ្លោចបានសំនួរដូចត្រូវដើរ ។

តាមរយៈការគោរពបានបញ្ជីចិត្តបស់ព្រះយើង ទិន្នន័យនិត្រែង ។

Describing

Explanation

Comparative statements are used to show the similarities and differences between two nouns based on specific characteristics. This can be done through the use of comparative adjectives (larger, stronger, faster, better, older, etc.) and superlatives (largest, strongest, fastest, best, oldest, etc.). Comparative statements, especially when contrasting two things, often use the term "as each other." You will learn the grammar and vocabulary to make many kinds of comparisons in this section.

Comparatives and Superlatives

Comparative adjectives are typically used to indicate which of two things has more of a specific characteristic or attribute than the other. The key is that you are using them to compare only two items or groups of items. On the other hand, superlatives are used when comparing three or more things. They typically help to identify which of all of the things being compared are the most of a given attribute or characteristic.

ជាង “-er than” Comparatives

ជាង is the Cambodian word used when comparing one thing to another. It translates to the comparative suffix “-er” or to the phrase “more + adjectives + than” in English. It is placed directly after an adjective or adverb when comparing two nouns. Like English, the first noun always has more of the adjective or adverb than the second noun.

13a

Noun + Adjective + ជាង + Noun or Noun + Verb + Adverb + ជាង + Noun

ការរៀននៅមហាឌូកាលយើងពីពាកជានកការរៀននៅវិញលើយ ។

College is much **harder** than high school.

ម្នាក់រៀនផ្ទាល់ខ្ពស់ ឯករាជ្យរបស់ខ្ញុំ មានការទាមទារពីចជាង ។

I think my online classes are **less** demanding.

ខ្លួនឯងឡើងជាងគ្មានដូចខ្ញុំ ។

I ride my bike **faster** than my companion.

កីឡាតាល់ទាត់ជាកីឡាដែលមានពិន្ទុពីចជាងកីឡាតាល់ពេះ ។

Soccer is a **lower** scoring sport than basketball.

ផ្សេងៗស្រស់មានរសជាតិឆ្លងជំណាប់ផ្សេងៗ ។

Fresh fruit tastes **better** than dried fruit.

Superlatives

There are many different words in Cambodian that can express when something is the most, the best, or the “adjective + -est” of all. In English we use the suffix “-est/-iest,” or the comparative word “most.” In Cambodian we commonly use the three words ជាងគេ បំផុត and បង្គស់.

Superlative	Approximate Meaning
ជាងគេ	“-er” than the rest
បំផុត	the most
បង្គស់	the most of all

All of these superlatives are used after the adjective or adverb that they modify.

13b

Noun + Adjective + Superlative or Noun + Verb + Adverb + Superlative
Examples

ថ្ងៃនេះ ជាងគេ ។

Today is the **best** day!

បងចិត្ត ល្អបំផុត ។

You are the **nicest**.

ការស្របតាមព្រៃអង់ដាបទបញ្ជាតិសំខាន់ជាងគេបង្គស់ ។

Loving God is the **most** important commandment.

តាក់ខៅលទីកលេវ្វីជាងគេ ។

She is the **fastest** swimmer.

អ្នកមើងមានសេចក្តីជីន្យេរៀបចំបំផុត ជាងគេដូចខ្លាប់យើងពីមុនមក ។

You have the **strongest** faith I have ever seen.

Pattern Practice

Book of Mormon	and	Bible	have	prophets	ឱ្យស្ថាប់ different from each other	
គឺ question		(មិន/អត់)	បង្រៀន	ជីវិះធម្ម	ឱ្យបញ្ជា same as each other	ទៅ ? yes/no?
បាន/បាន Yes (M/F)			មកពី	ការបង្រៀន	ស្របដោយបញ្ជា similar to each other	(មិន) (negator)
អត់ទេ No	Book of Mormon	(មិន/អត់)	មាន	ព្យាករី	ឱ្យស្ថី different from	យ៉ាងដោចដោរ ?
			បង្រៀន	ជីវិះធម្ម	ឱ្យបញ្ជា	how?
			មកពី	ការបង្រៀន	ស្របដោយនឹង similar to	
			come from	teachings		

Compare and Contrast

13c

Basic comparisons and contrasts can be made using the words listed below. Depending on how they are used they will appear either between the two nouns you are comparing, or at the end of your sentence.

Word	Meaning	Between Two Nouns	After Two Nouns
ដូច	same/like	ដូច(ថា)	ដូចគ្នា
ស្ម័គ្រ	even/same	ស្ម័គ្រ(នឹង)	ស្ម័គ្រ(នឹង)គ្នា
ប៉ុន	equal/even	ប៉ុន(នឹង)	ប៉ុន(នឹង)គ្នា
ត្រីម	equal/even	ត្រីម(នឹង)	ត្រីម(នឹង)គ្នា
ប្រហែល	about equal	ប្រហែល(នឹង)	ប្រហែល(នឹង)គ្នា
ស្រដៃង	similar	ស្រដៃង(នឹង)	ស្រដៃង(នឹង)គ្នា
ផ្សេង	separate/different	ផ្សេងពី	ផ្សេង(ពី)គ្នា
ខុស	wrong/different	ខុសពី	ខុស(ពី)គ្នា

(*) Parentheses indicate that the word is optional.

Notice that when you use comparative words at the end of a sentence you must add the word **គ្នា**. This word means “each other.” When you use **គ្នា** at the end of a sentence you are essentially saying two nouns are the same as, even with, equal to, similar to, or different from **each other**.

Examples

Between Two Nouns	After Two Nouns
ការអធិស្ឋានតើដូចជាការនិយាយតាមទូរសព្ទ ។ <i>Prayer is like a telephone call.</i>	ការអធិស្ឋាន ហើយការនិយាយតាមទូរសព្ទដូចគ្នា ។ <i>Prayer and a telephone call are the same.</i>
ប្រាប់វិហារបិសុទ្ធយើងខុសពីគ្នាដើរ ។ <i>Our temples are different from a Wat.</i>	ប្រាប់វិហារបិសុទ្ធយើង ហើយគ្នាដើរខុសគ្នា ។ <i>Our temples and a Wat are different.</i>
សេចក្តីសប្បុរសគាត់ស្ម័គ្រសេចក្តីស្របតាមគ្នា ។ <i>His kindness was equal to his love.</i>	សេចក្តីសប្បុរសគាត់ ហើយសេចក្តីស្របតាមគ្នា ។ <i>His kindness and love were equal.</i>
សក់ខ្លឹមនឹងស្អាត់ ។ <i>My haircut is even with my shoulders.</i>	សក់ខ្លឹម ហើយស្អាត់ខ្លឹមគ្នា ។ <i>My haircut and my shoulders are even with each other.</i>
ជីវិតខ្លឹមខុសពីបច្ចុប្បន្នសោរអាលមមា ។ <i>My life is different from Alma's experience.</i>	ជីវិតខ្លឹម ហើយបច្ចុប្បន្នសោរអាលមមានុសពីគ្នា ។ <i>My life and Alma's experience are different.</i>
ពងទាមុសពីពងមាន់ ។ <i>Duck eggs are separate from chicken eggs.</i>	ពងទាមុស ហើយពងមាន់ខុសពីគ្នា ។ <i>Duck and chicken eggs are separate from each other.</i>
ខ្លួនប្រុបណាប្រាប់គ្នានខ្លួនខ្លួនប្រពន្ធនខ្លួន ។ <i>I love my kids as much as my wife.</i>	ខ្លួនប្រុបណាប្រាប់គ្នានខ្លួនខ្លួនប្រពន្ធនខ្លួន ។ <i>I love my wife and kids equally.</i>

Remember

- ជាង is used after adjectives and adverbs to show which of two things has more of the given adjective.
- Superlatives like ជាងគេ បំផុត and បង្ហស់ are used to show that something is the most, or the “-est/iest.”
- When words that compare and contrast are used between two nouns, they are connected to with ថា or នឹង.
- គ្នា means “each other,” and is added after compare-contrast words that are used at the end of a sentence or phrase.

Pattern Practice

	ព្រះគម្ពីយមន Book of Mormon	និង and	ព្រះគម្ពីយបិសុទ្ធ Bible	មាន have	ព្យាករី prophets	ខ្ញុសត្រា different from each other	
តើ question			(មិន/អត់) (negator)	បញ្ចូន to teach	ដំណឹងល្អ the Gospel	ដូចគ្នា same as each other	ទេ ? yes/no?
បាន/បោះ Yes (M/F)				មកពី come from	ការបង្រៀន teachings	ស្រឡែងគ្នា similar to each other	(មិន) (negator)
អត់ទេ No	ព្រះគម្ពីយមន Book of Mormon	(មិន/អត់) (negator)	មាន have	ព្យាករី prophets	ខ្ញុសពី different from	ព្រះគម្ពីយបិសុទ្ធ Bible	យើងម៉ែនដីណា ? how?
				បញ្ចូន to teach	ដំណឹងល្អ the Gospel	ដូចគ្នា same as	
				មកពី come from	ការបង្រៀន teachings	ស្រឡែងនឹង similar to	

Activities

Personal



Speaking

- A. Open up to lesson one in chapter 3 of *Preach My Gospel*. Think of as many superlatives as you can that relate to this lesson. Use ប៉ែងតិត and បង្កើសវែ to create your superlatives. Try and come up with 20 superlatives that you can say out loud. Write down any that you haven't ever used before and use them the next time you teach lesson one.



Listening

- B. The words ដូចជា(ពី)គ្នា ខ្ញុស(ពី)គ្នា and ខ្ញុសដូចគ្នា(ពី)គ្នា can all technically be used to mean the word "different" in English, but their meanings are unique in Cambodian. Try and determine on your own how they are different. Then go and ask a native speaker how they are different. Write down what the native speaker tells you. Catch yourself if you are using one of them where you should be using another.



Reading

- C. Read the following verses in Cambodian. Pay attention to the use of comparison in each verse. Write down in your journal ways to compare that you saw in these verses but you had never thought about or heard before. Ask a native if you are having difficulty.

1. 1 Nephi 8:11, 12

2. 1 Nephi 11:8, 15, 22, 23

3. Alma 11:10-14

4. Alma 26:32

5. 3 Nephi 13:28-30

6. 3 Nephi 14:24-27

7. Matthew 22:1-2

8. Matthew 25:14, 40

- D. Read Alma 32:26–43 in Cambodian. Analyze this passage about faith being compared to a seed. Also compare Matthew 13:31–32. Answer the following questions in Cambodian in your notebook.
1. In these scriptures what does the seed represent?
 2. How does faith develop like a seed?
 3. How does the faith of those who nourish it diligently compare to those who don't nourish it?
 4. What are the fruits of these seeds in Alma and Matthew?



Writing

- E. Practice comparing and contrasting in Cambodian by translating the following sentences. Use words such as ដូចគ្នា ផ្សេង(ពី)គ្នា ស្មើគ្នា and បុនគ្នា. Check your answers.
1. Those verses are similar.
 2. Your faces are about the same.
 3. American food and Cambodian food are very different from each other.
 4. I was talking about different people.
 5. We are the same age.
 6. The flood waters were up to my roof!
 7. We are all equal because we are all children of God.
 8. My hand and your hand are the same size.
 9. Either way is fine; both ways are just as good.
 10. Our church is different from that church.
 11. All Christian sects are not the same; they are separate from each other.
 12. We want to make sure that those boards are level with each other.
- F. Practice using the word ជាន់ in Cambodian. Translate the following sentences onto a separate sheet of paper. Check your answers.
1. ម៉ោះ's house is farther than បុរាណា's house.
 2. My email was longer than my companion's.
 3. America is 10 times colder in the winter than Cambodia.
 4. They are the strongest members in the branch.
 5. She is younger.
 6. I spent longer on my email than my companion.
 7. In our district, he is the happiest person.
 8. She definitely knows more than I do.
 9. He spoke the most.
 10. We have a lot more investigators than before.
 11. I'd prefer to wait, rather than baptize him before he is ready.
 12. That is the biggest cow I have ever seen.
 13. He read three times as much as before!
 14. I think it is better that way.
 15. Our lesson with her was shorter than normal.
 16. Our companionship ate the most food.

- G. Determine whether each sentence would use ដីផែន or ដីចំណា (or maybe just ដី). Translate each sentence onto a separate sheet of paper. Check your answers.

1. Our Church today is the same church that Christ established when He was on the earth.
2. The names Jehovah and Jesus Christ refer the same being.
3. Your bike helmet is the same as mine.
4. I've had the same bike my whole mission.
5. Does he still live in the same house?
6. We have the same shirt.
7. They come from the same province.
8. Heavenly Father, Jesus Christ, and the Holy Ghost are not the same person, but they are the same yesterday, today, and forever.
9. Those words are not spelled the same.
10. We taught him the same lesson we taught him last time.

Companion



- H. Have a conversation with your companion taking turns comparing some of things listed below. Notice the similarities and differences. This activity can be done while you are out and about. Do this with each new companion you get.

1. Compare your outfits – How are they different in color or style? How are they alike?
 2. Compare your breakfast – What kinds of foods do you and your companion like to eat?
 3. Compare your hobbies – What hobbies do you have that are different from your companion? What hobbies do you have in common?
- I. Some concepts in the Church are difficult for Cambodians to grasp, since most Cambodians have no prior experience with Christianity. Buddhism and Christianity have many practices and beliefs that are similar, but also need to be understood as being separate and different. Practice comparing and contrasting the following beliefs and practices to your companion in a manner that is simple and easy for a Cambodian to understand. Afterwards, ask one of the church leaders in your area how they explain the difference (since they will have most likely explained these differences many times beforehand).

1. Reincarnation vs. Resurrection
2. Going to ព្រះ vs. Going to church
3. Caring for your ancestors in Buddhism vs. Caring for your ancestors in Christianity
4. ការសូត្រជម្លើ/ការបួងសុខ លើប្រព័ន្ធពុទ្ធសាសនា vs. Praying to Heavenly Father
5. កម្មដែល/បុណ្យនិងបាប vs. Repentance
6. ការចូលរឹត្យនា/បានសូគិត/បាននិរកិត vs. Kingdoms of glory
7. Monk vs. Missionary vs. Priest



Listening

- J. In preparation for an upcoming lesson with a recent convert family, ask them to study the Gospel of Jesus Christ. In the lesson, ask them to describe what the Spirit feels like to each of them, as well as to describe an experience when they felt the influence of the Holy Ghost. Pay attention to the use of comparisons, as they describe the difference between having the Spirit and not having the Spirit. Make notes of their description and experience in your language notebook.

- K. Cambodians love analogies, examples, and proverbs. In preparation for an upcoming lesson, make up a comparison for each major principle in that lesson. Practice teaching these comparisons to your companion and decide on two or three that you will share with the investigator. Below is a sample list of things from which you can create analogies to teach a gospel principle. If you think of an analogy that is unrelated to the lesson you are currently preparing for, write it down in your journal and keep it for later. It will prove valuable in the future.

1. Gardening
2. Lantern and oil
3. Rice fields (planting and harvesting)
4. Cambodian dancing
5. Fishing
6. Hot weather/monsoons
7. Weaving
8. Cambodian wildlife (tigers, elephants, etc.)
9. Fish paste
10. Farming
11. Cooking
12. Cattle
13. Houses on stilts
14. Respect for parents/the elderly



Reading

- L. Read 1 Nephi 8:21–30. Use this passage from Lehi’s dream to teach your investigator or recent convert about obedience and studying the scriptures. Answer the following questions with your companion to prepare you to teach.

1. Describe the three types of people in Lehi’s dream. What are they doing?
2. What kind of obedience is reflected in each of these groups?
3. How different are the fates of the people in the different groups?



Writing

- M. Share with your companion different things (about the people you taught, the size of the ward or branch, your apartment, etc.) about the different areas you have served in. Write down the names of the areas and ways they are similar and different to the area that you are serving in now. Give each other three to five examples for each area. Be sure to not speak negatively of any of the areas you have served in or are currently serving in. If you are serving in your first area ask your companion about other areas he or she has served in and how they compare to your current area.

Group



Speaking

- N. Compare Cambodian culture to your native culture. Everyone in the group should share something that is either similar or different from their native culture. Write the list on a board so that everyone can see it. Pay attention to the words they use in order to compare the two cultures. Write down in your notebook any words that you are unfamiliar with.

- O. Ask each missionary to name a scripture that he or she likes, one they like even more, and the one they like most. Give each missionary an opportunity to share, and then ask them each to share how one of the scriptures he or she chose has influenced his or her life. Encourage them to describe this influence by making comparison. As they share, give them feedback on their usage of the grammar, and then give opportunities to re-practice.



Listening

- P. Have someone in your group think of a random object (example: a ladder). Each person must think of something else that is “as much as” of a characteristic of the previous object.

For example:

Person 1: ផែក្យា

Person 2: ផែក្យាមួលសំប្តិចដីមត្តភាព ។

Person 3: ដីមត្តភាពស្រីងដល់ថ្នាក់បិចខ្លាំ ។

Person 4: បិចខ្លាំដឹងបុនគារត្រូវ ។

។ល។



Reading

- Q. Read the Parable of the Sower in Matthew 13:3–23. As a group, talk in Cambodian about the meanings of the comparisons Jesus made in this parable. Why did He make these comparisons? How does using comparisons or parables help your investigators learn about the gospel? Think of a way to use this parable or another parable of your choice in your teaching. Practice it with your companion.

Note: For more ideas of what parables to share see the Bible Dictionary for “parables.”

- R. Read the following account from President Oaks’s childhood as a group. Take turns trying to share this story in Cambodian to the group. After a missionary shares the story, take a minute to give feedback on how effectively he or she expressed the idea of good, better, and best. Then have another missionary try. With your companion, pick a recent convert or ward member who you think you can share this story to in the coming week.

“A childhood experience introduced me to the idea that some choices are good but others are better. I lived for two years on a farm. We rarely went to town. Our Christmas shopping was done in the Sears, Roebuck catalog. I spent hours poring over its pages. For the rural families of that day, catalog pages were like the shopping mall or the Internet of our time.

“Something about some displays of merchandise in the catalog fixed itself in my mind. There were three degrees of quality: good, better, and best. For example, some men’s shoes were labeled good (\$1.84), some better (\$2.98), and some best (\$3.45).

“As we consider various choices, we should remember that it is not enough that something is good. Other choices are better, and still others are best. Even though a particular choice is more costly, its far greater value may make it the best choice of all” (Dallin H. Oaks, “Good, Better, Best,” *Ensign* or *Liahona*, Nov. 2007).

Review: Describing Objects and People

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Describing Objects, People, and Their Characteristics

- Adjectives
- Comparisons
- Changing verbs into nouns
- Classifiers

Activities

Personal



Speaking

- A. Open to the last page of lesson 1 in *Preach My Gospel* and read through some of the key definitions. Look at some of the terms you find difficult to explain and practice giving a description out loud using adjectives, comparisons, and intensifiers. Write your descriptions in your notebook.



Listening

- B. Ask a native speaker to compare two different areas of Cambodia. Talk about the people, their accents, the food, and lifestyle differences. For example: compare your area with the Northeast of Cambodia. Write down the main differences between the two areas in your notebook.



Reading

- C. Read Doctrine and Covenants 20:38–65 about the offices of the priesthood. Compare the responsibilities of people in the auxiliaries listed below. Write a sentence using adjectives and comparisons to describe each auxiliary in the Church as if speaking to an investigator. See *Preach My Gospel* lesson 5 for more help with this activity.
 1. Priesthood
 2. Relief Society
 3. Young Women / Young Men
 4. Primary
 5. Sunday School
- D. Read Jacob 5:1–10 about the allegory of the tame and wild olive trees. Write down the following symbols in Cambodian. Check your answers.

1. Wild olive tree	5. Vineyard
2. Tame olive tree	6. Branches
3. Master of the vineyard	7. Fruit
4. Servants	

- | | |
|---------------------------|-------------|
| 1. Wild olive tree | 5. Vineyard |
| 2. Tame olive tree | 6. Branches |
| 3. Master of the vineyard | 7. Fruit |
| 4. Servants | |



Writing

- E. Describe the temple by comparing and contrasting it with objects in the scriptures. Read the following Cambodian scriptures, then write down a comparison about the temple. Check your answers.
1. Doctrine and Covenants 93:35
 2. Mosiah 2:37
 3. Alma 7:21

Companion



Speaking

- F. Read 3 Nephi 13:24. What does it mean to serve two masters? With your companion, use this scripture to come up with an analogy to illustrate what it means to serve God with all of your "heart, might, mind, and strength." Use a combination of adjectives, comparisons, verbs changed to nouns, and classifiers to talk about ways to become a more consecrated missionary.
- G. With your companion talk about the characteristics of someone who is genuinely interested in your message. Contrast that example with someone who listens to your message because they want to be nice to you or they are afraid of offending you. Taking turns with your companion, let your companion take the role of an investigator who is either interested or disinterested, and ask your companion questions to find out what type of investigator they are. Discuss how you can help your current investigators who may be less-interested in the gospel become more invested in your message.
- H. Sharing personal experiences and stories can be very powerful in lessons with investigators. They will help you to relate to your investigators and show that you are not all that different from them, as well as they will provide a comforting example of faith for your investigators to follow. The experiences don't even need to be your own; stories from your family or family history can have a powerful effect as well. Practice relating to your investigators with your companion by having your companion pretend to be an investigator who has recently related an experience to you. Share a similar experience or thought from your own life. Then switch places with your companion and give them a turn to practice relating to investigators.

For example: "Your experience is very similar to something that happened to my Great-Grandfather when he . . ."



Listening

- I. Using adjectives, comparisons, and intensifiers, take turns with your companion describing one of the pictures in the front of the Book of Mormon or the gospel art book without saying any of the names of the people in the picture. Using the clues your companion gives you, try to find the place in the Book of Mormon that depicts this story.
- J. Ask a member how their life has changed since they joined the Church. Listen as they compare their former life to this life, and pay special attention to what words they use to compare and contrast. After they are finished, summarize what they just told you by using similar comparison words to the ones that they used. Then, ask them about somebody they know that could be benefited from those changes that they just described. Promise to contact the referral as soon as possible and make sure that you do so. Invite the member to share those same changes with their chosen friend that they described to you and your companion. This can also be a good question to ask your investigators to help them see the fruits of the gospel



Reading

- K. With your companion, read "A Brief Explanation about the Book of Mormon" in the preface to the Book of Mormon. Use adjectives, verbs changed to nouns, and classifiers to describe the Book of Mormon to your companion. What was Mormon's role with the scriptures? What was Moroni's role with the scriptures? Discuss your answers with your companion.



Writing

- L. Read Doctrine and Covenants 76:50-92 about the kingdoms of glory. Draw a chart like the one below with three columns to write the characteristics of each kingdom and the people in the kingdom. Your answers may vary. When you are finished filling out the chart, practice comparing and describing the celestial, terrestrial, and telestial kingdoms to your companion.

Celestial	Terrestrial	Telestial

Group



Speaking

- M. Share your favorite scripture with your district. Using the principles in this section, explain a little bit about why it is your favorite, and describe how it relates to your life.
- N. Scenario: You and your companion have been teaching a Buddhist family who has been asking to see a picture of your family. In today's lesson, you decided to bring a picture of your family to show to these investigators. As you are sitting down with them, you pull out the picture and introduce your family and describe each person in the picture. With another companionship, have three of the missionaries take the role of the investigator family and have the fourth person be the missionary. Using the grammar principles from this lesson, have the missionary practice describing and comparing his or her family to the investigators. Have the investigators ask questions about the family of the missionary. Once you are finished, switch roles and redo the scenario.



Listening

- O. The Savior often taught in parables or comparisons. To follow His example, give each companionship a few classifiers and have them come up with a parable/analogy to teach a principle of the gospel. Once the preparation is over, have companionships practice teaching the group. As you listen to each companionship teach, write down the comparison, the classifiers, and any adjectives used to describe the parable.
- P. As a group, pick several principles that are difficult for people with a Buddhist background to understand. For example: God, Jesus Christ, faith, grace, atonement, or prophets. Assign two missionaries to describe each principle using adjectives and comparisons. Listen to the descriptions used by other missionaries, and write down the ones you would like to use in the future. Once you have a good list of descriptive words practice teaching using the words listed. Have other missionaries listening give feedback to their companion.

Asking About and Describing Actions and Events

Purpose

This function will help you talk about what is happening going on; for example, what God does for us or how we can to keep the Sabbath day holy. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- I **read** the verses that the missionaries **left** with me. (Verbs - Building on the Basics)
- **How** can I be cleansed from my sins? (Methods)
- I **was baptized** by my father. (Passive Voice)
- Will you pass this **back to** her? (Direction of Action)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Actions

Doctrines from the Lessons

- "Heavenly Father Reveals His Gospel in Every Dispensation" (What is the pattern of gospel dispensations? What was revealed in them?)
- "Pray to Know the Truth through the Holy Ghost" (What do we do to learn truth?)
- "Our Life on Earth" (What are we supposed to do during this life?)
- "The Atonement" (What does the Atonement do for us? What do we do to apply it in our lives?)
- "Faith in Jesus Christ" (How have you shown your faith?)
- "Repentance" (What does it mean to repent? How can we know if we are forgiven?)
- "Baptism, Our First Covenant" (What happens during baptism? How will baptism prepare us to take the sacrament?)
- "The Gift of the Holy Ghost" (What does the Holy Ghost do for us?)
- "Endure to the End" (What do we do to endure to the end?)
- "Service" (What can we do to serve others? What service will you offer this week?)
- "Teaching and Learning in the Church" (What does the Church do for us?)

Tasks from the Missionary Vocabulary and Phrases Book

- "Conduct a Meeting" (What will happen during the meeting?)
- "Explain Priesthood Ordinances" (What do we do with the priesthood?)
- "Extend Commitment Invitations" (What does my invitation really ask them to do? How will I know if they fulfilled the commitment?)
- "Help People Resolve Their Concerns" (What is keeping them from gaining a testimony? What have we taught that they do not fully understand?)
- "Perform Priesthood Ordinances" (What things do I say and do during an ordinance?)
- "Plan Daily and Weekly Activities" (What will you do this week?)
- "Talk with Everyone" (What do they do for work/fun?)
- "Teach Others How to Pray" (What do we do when we pray? What blessings has God given you?)
- "Use the Scriptures" (How can someone apply the scripture in his or her life?)

Verbs - Building on the Basics

Examples

The Holy Ghost **helps** us recognize the truth.

Please help me to work **diligently**.

We **give** at least the amount we would have spent on food.

We are **sure** you will make the right decision.

We **understood** and **accepted** this plan before this life.

ព្រះវិញ្ញាណាបីស្ថានូយច្បាយយើងទូលសាត់សេចក្តីពីត ។

សូមធ្វើយុទ្ធលបដ្ឋាំងព្រះការដោយខស្សាប័ណ្ណយាម ។

យើងបិច្ចាតបាយៗដីតិច

ឡើតាមការចំណាយលើអាហារបស់យើង ។

យើងឱ្យប្រាកដមីនុកនឹងព្រះការសម្រចចិត្តត្រីមត្រី ។

យើងចានយល់

ហើយបានទទួលយកដែនការណានេះតាំងពី មុនជីវិត ។

Explanation

Cambodian is a verb-rich language and has many more unique verbs than English. Being able to use the correct verbs in any given situation is something that sets apart excellent language speakers from average language speakers. This section will help you to see the variety of uses for verbs in the Cambodian language. We will also discuss the use of adverbs in modifying the meaning of verbs and other parts of speech. This in turn will allow you to master other aspects of Cambodian as you serve among its native speakers.

Verb-Rich Examples

As with any language, translation is not usually a straightforward, word-for-word trade between languages. This is partially due to the fact that every word in a language is attached to a specific meaning and context unique to that language. In Cambodian, there are many, many verbs that we don't have a word for in English. There are multiple words for verbs in Cambodian that only have one word in English. The reasons for this vary, from specificity (like for the word "to carry") to varying levels of honor and respect (like for the word "to eat" or "to speak"). Below we have listed some of the common examples of these types of verbs so that you can familiarize yourself with this concept.

14a

Examples

to carry	
យក	to carry (generic)
ដីក	to transport
កាន់	to carry in hand (hold)
លី	to carry on the shoulder
ត្រូវដែង	to carry suspended between two people
ត្រូវក	to carry suspended from a shoulder pole
កាលេរ៉ូត	to carry on the hip
ទូល	to carry on the head
ឃុំ	to carry suspended from the hand
ពរ	to carry a child on the hip
បី	to carry cradled in the arms
កង	to carry with arms across the chest
ស្វាយ	to carry suspended from the shoulder

to cut	
កាត់	to cut (like grass, hair, or paper)
មុត	to cut (like a hand or foot)
កាប់	to cut/chop (like timber)
បញ្ចាំ	to cut/lower (like prices)
ផ្លូវ	to cut (like gems)
កាទ់	to cut/break (like sticks)
បាន់	to cut/slice in thin pieces (like meat or ginger)

Causative Verbs

Causative verbs indicate that something is causing another thing's action (or inaction) by force, persuasion, obligation, or any other means. These are words like let, make, have, get, want, request, allow, and help. There are two ways to make a verb causative in Cambodian. While both methods are equally valid, they are used in different circumstances and with different words. The examples and explanations below will help guide you to know when to use causative verbs, and how to correctly create them in the Cambodian language.

The Causative ចូល

ចូល is one of the most versatile words in the Cambodian language. You will see it a number of times in this book because it is a grammar word that has many different meanings such as in order to, to give, for, in such a way, to, and to cause. This section will focus on the definition to cause. When you are using a verb in a causative sense, use ចូល to indicate causation. Often in colloquial speech you will hear natives drop the causative verb, especially if the meaning of "let" conveyed by ចូល is sufficient.

14b

Causative Verb + ចូល + Noun

ខ្ញុំអត់(ទុក)ច្បាស់ខ្ញុំមិនខ្ញុំលទ្ធផលទុកទេស្ថូរ។

I don't **let my kids** watch too much television.

មេខ្ញុំអត់(អនុញ្ញាត)ច្បាស់ខ្ញុំលើបោកនៅថ្ងៃអាចិត្យ។

My boss doesn't **allow us** to take time off on Sunday.

គ្មានណាគេត់ច្បាស់ច្បាស់មកស្រកខ្លួន។

No one **made me** come to Cambodia, I wanted to serve a mission.

យើងនឹងមិនទាមទារច្បាស់ដើម្បីអ្នីដែលបង្កិចចង់។

We won't ever **require you** to do anything you don't want to do.

ខ្ញុំនឹងច្បាស់អ្នកនឹងការពេលខ្លួនមកនៅថ្ងៃអាចិត្យដើម្បីស្វាសន៍អ្នកមិន។

I'll have my **district leader** come on Saturday to interview you.

យើងត្រូវដើរដើម្បីច្បាស់ជាជាន់ចាប់អាមេណ៍ពីកិច្ចការជួញឲ្យរៀបចំសាសនា ?

How can **we get the branch** excited about missionary work?

យើងត្រូវដើរដើម្បីម៉ែងចូលចូលដោយអ្នកដែលទៅតែត្រូវបានឱ្យចូលចូល ?

How can we **help Om Ngaet** get to church?

ខ្លំសូមចូរបងអីស្វាគនបានទេ ?
Will you please say the prayer?

ពួកគុនសូមចូរបងថវិកជាមីនា ។
 We **ask Thee** to bless Ming Thiary.

ខ្លំចង់ចូរគាត់ទុកចិត្តយើង ។
 I want him to trust us.

តាត់ចង់ចូរយើងទៅស្ថាប់ក្រោយ ។
 He **wants us** to go next week.

ជីវិតនេះបានផ្តល់ចូរយើងទូទៅដីសោចន៍ដើម្បីក្រើសរើសរកជូននិងអារក្រាស់ ។
 This life **gives us** experience to choose good from evil.

ជង្ហាយចូនធ្វើចូរយើងត្រឡប់ទៅជូនបន្ទីជប្រាប់នឹងព្រះនឹងបាន ។
 The Atonement **makes** it possible for us to return to God.

ព្រះរបីតាសូគិចង់ចូរយើងត្រឡប់ទៅសែនជាមួយច្រើនដោយត្រូវតាមរបស់ប្រជុំ ។
 Heavenly Father **wants us** to return to live with Him as part of His family.

Infix for Causative Forms

Using an infix to change a verb is another way to make it causative. Using the causative infix form of a word precludes the need to add ចូរ because the causation is implied by the infix. Many verbs can be changed using a similar infix transformation to the one you learned in section 7b Noun-Infixes. There are three steps to changing many verbs to their causative form.

(Keep in mind the steps below represent a general pattern—not a hard fast rule. While these steps will help you create the majority of causative infix transformations, there are still many exceptions.)

- 1c. 1. The majority of causative verbs begin with ច, though some may begin with ន or another letter.
 2. The second consonant will be one of the following: ង ញ ន ណា or ម/អ. (See the note below for picking the correct one).
 3. The starting consonant of the verb in its non-causative form will become the sub-consonant of the ង ញ ន ណា or ម, with the rest of the word following after. Words that start with ប ច ន and ត are the most simple to change to causative infix forms; you just place the word after the prefix ចំ.

Occasionally, this causative transformation is used on adjectives as well. When used with an adjective it changes the meaning of the adjective to “to cause to be” as in “to cause to be broken, to cause to be clear, or to cause to be bright.”

How do you predict which second consonant to use in causative verb transformations?

ក ខ គ យ វ ហ អ	→ ច
ច ស ជ ណ ឃ	→ ញ
ជ ប ខ ន	→ ន
គ ច ទ ជ យ ស ទូ ល	→ ន
ប ច ន ត	→ ម/អ

Note: Using the box above you can figure out which middle consonant will most likely be used in the corresponding causative verb. For example, if you wanted to create the causative form of the verb ចប់ (to finish), you would do the following:

1. Start with ច.
2. Look at the chart. ចប់ starts with ច so the next consonant in your causative verb would be ញ.
3. Add ញប់ to the ញ so you end up with បញ្ចប់ (to cause to be finished).

Root	Verb/Adjective	Causative Verb	Translations (root/causative)
កើត	verb	បង្កើត	<i>to be born/to create</i>
កើន	verb	បង្កើន	<i>to increase/to promote</i>
ខក	verb	បង្គក	<i>to postpone/to cause a delay</i>
ខច	adjective	បង្គច	<i>broken/to break</i>
ខំ	verb	បង្គំ	<i>to try/to force</i>
ដីន	verb	បង្រៀន	<i>to learn/to teach</i>
ហាត់	verb	បង្ហាត់	<i>to practice/to coach</i>
ហុយ	verb	បង្ហួយ	<i>o whirl or spread (like smoke or dust)/to kick up dust</i>
ចប់	verb	បញ្ចប់	<i>to finish/to bring to an end</i>
ឆេះ	verb	បញ្ចាំះ	<i>to burn/to set on fire</i>
ជាក់	adjective	បញ្ចាក់	<i>clear or certain/to clarify or confirm</i>
ដោក	verb	បញ្ចាក	<i>to soak or to be obsessed/to saturate or to persuade</i>
ណួប់	verb	បញ្ចប់	<i>to stop/to cause to stop (to halt)</i>
លីឃ៊	adjective	បញ្ចីឃ៊	<i>to hurt or be sick/to hurt someone (especially feelings)</i>
ដោរ	verb	បណ្តុរ	<i>to expel/to send away</i>
តិ	verb	បនិ	<i>to continue/to join or link or continue</i>
ចយ	verb	បនិយ	<i>to recede/to cause to retreat</i>
ទន្ល់	adjective	បន្លន់	<i>soft, supple/to soften</i>
បាត់	verb /adjective	បំបាត់	<i>to be lost/to remove or hide</i>
បែក	verb /adjective	បំបែក	<i>to break, broken/to cause something to break</i>
ពេញ	adjective	បំពេញ	<i>full/to fill</i>
គីន	adjective	បំគីន	<i>bright/to illuminate</i>
ផ្តូច	verb	បំផ្តូច	<i>to forget/to cause to forget</i>

Examples

ព្រះអម្ចាស់ប្រជុំបានបន្ទូនចិត្តភាព ។
The Lord **softened** her heart.

ខ្ញុំបានបន្ទូនមេដែនយើង ។
I **continued** our lesson.

ទូរសព្ទយើងជាក្នុងដែលយើងមានដើម្បីបំភ្លើផ្លូវ ។
Our phone was all we had to **light** our path.

ពួកយើងគ្រួសតុបង្កើនសេចក្តីជាំនើរបស់យើង នៅលើព្រះយេស៊ូគ្រឿស ។
We need to **grow** our faith in Jesus Christ.

ព្រះអម្ចាស់ប្រជុំបានបណ្តាលោកដែម និងនាងអ៊ែចញ ។
The Lord **cast out** Adam and Eve.

As stated above, there are exceptions to the steps for creating causative infix transformations you have just learned. សិរ្សាប់, to kill, is a good example of this. It comes from the root word សិរោប់ meaning to die, but when the causative infix transformation is used, the word changes to សិរ្សាប់ (instead of បន្ទាប់) meaning to kill, or to cause to die. This causative infix transformation verb doesn't follow the general rule. Be on the lookout for other words like this as you use this grammar principle. Other examples include ពង្រីក ពន្យេះ កំចាយ កំឡើង រំលាយ and កំទេច. Once you have been immersed in the language for a longer time, your intuition will help you to know when you should or shouldn't use the causative infix on verbs. Chances are if you haven't ever heard it, then the word isn't commonly used in that way.

Adverbs

Adverbs are words and phrases that modify, qualify, or describe a verb. Occasionally they are also used to describe adjectives or another adverb. Adverbs can express relation to time, place, circumstance, manner, cause, degree, or characteristic. With some exceptions, Cambodian adverbs are typically placed directly after the word they modify

14d

Verb + Adverb

Common Adverbs

តែង	at all
សិន	first
ហើយ	already
ឡើត	more, again
វិញ	instead
ភ្លាម	immediately

Examples

ខ្ញុំអាត់បានពេនស្តីសោះ ។
I didn't learn **anything at all**.

តោះយើង អធិស្ឋានសិន ។
Let's pray **first**.

ពួកខ្ញុំបានអធិស្ឋានរួចហើយ ។
We **already** prayed!

គាត់ចង់ពេនឡើត ។
She wants to learn **more**.

គាត់នឹងមកវិញ ។
He will come **back**.

គាត់បានទេទៀតូកអ្នកដូចជាយសាសនាល្អាច ។
She **immediately** called the missionaries.

ខ្ញុំទៅតែចង់អធិស្ឋានសិន ។
I **still** want to pray **first**.

Creating Adverbs using យ៉ាង ឬ ដោយ បាន or ជា

Adverbs can be created by adding the words យ៉ាង ឬ ដោយ បាន or ជា to an adjective. Each of these words has a slightly different meaning, so we will examine each separately.

14e

	Usage	Meaning
យ៉ាង	verb + (យ៉ាង + adjective)	way/kind (in a ____ way)
ឬ	verb + (ឬ + adjective)	so that (it is) ____
ដោយ	verb + (ដោយ + adjective)	with/by being ____
បាន	verb + (បាន + adjective)	with a ____ result
ជា	(adjective + ជា) + verb / verb + (ជា +adjective)	-ly,(it is ____ that)

Examples

ពួកយើងគូរតែសិក្សាយ៉ាងប្រហែលពីប្រព័ន្ធដី ។
We should **deeply** study the scriptures.

គាត់បាននិយាយយ៉ាងស្មោះសម្រាប់ការផ្តាស់ប្រចិត្តពេរបស់គាត់ ។
He spoke **sincerely** about his conversion.

ពួកគាត់បង្រៀនយ៉ាងសាមញ្ញ ហើយដោយសេចក្តីស្រលាត់ ។
They teach **simply** and with love.

បើពេនប្រកបច្បូត្រីមគ្រែ នោះអ្នកនឹងចេះនិយាយយ៉ាងត្រីមគ្រែដែរ ។
If you learn to spell **correctly** then you will speak **correctly**.

គាត់បាននិយាយដោយសិរីក្នុល់បស់គាត់ ។
She spoke **freely** about her concerns.

តាត់បានសិក្សាដោយចំណុចប្រាម្ពោ ។
He studied **intently**.

តាត់ធ្វើបានល្អ ។
She did **well**.

តាត់រក្សាប្រះបញ្ជីពាណិជ្ជកម្មលេញ ។
He keeps the commandments **fully**.

ពួកតាត់ពិតជាគុំទៅលើប្រះយេស៊ូវគ្រឿស្ស ។
They **truly** believe in Christ.

តាត់ដូចបាយឱងប្រែបាលជាអ៉ែងប្រាំបាន ។
He can **possibly** meet at 5:00.

សូមទោសអំពីខ្លួនខ្លួនបែកសំអាត់បាន ពិតមេន ។
Sorry I can't marry your child, **seriously**!

បើយើងសូរ នោះព្រះអម្ចាស់ប្រជុំនឹងធ្វើយ ជាប្រាកដ ។
If we ask, the Lord will **certainly** answer.

14f យ៉ាង ឲ្យ បាន or ជា are commonly dropped. When using these words to create adverbs, they place a greater emphasis on the adverb of your sentence, functioning similarly to intensifiers and superlatives. Therefore, if an adverb isn't particularly important, or another part of your sentence is more important,យ៉ាង ឲ្យ បាន or ជា can be dropped to keep the sentence's focus on what is most important. When this happens you are left with a verb + adjective combination, with the adjective acting as an adverb.

Examples

ពួកយើងគូរតែសិក្សាប្រព័ន្ធផ្លែតិប្បៈគីឡូ ។
We should **deeply** study the scriptures.

តាត់បាននិយាយស្មោះសំពីការឆ្លាស់ប្រចិត្តដោរបស់តាត់ ។
He spoke **sincerely** about his conversion.

ពួកតាត់បង្រៀនសាមញ្ញ ហើយដោយសេចក្តីស្រលាត់ ។
They teach **simply** and with love.

បើរៀនប្រកប ត្រឹមត្រូវ នោះនឹងចេះនិយាយត្រឹមត្រូវដោ ។
If you learn to spell **correctly** then you will speak **correctly**.

តាត់ធ្វើល្អ ។
She did **well**.

តាត់រក្សាប្រះបញ្ជីពាណិជ្ជកម្មលេញ ។
He keeps the commandments **fully**.

Adverb Complements

The most unique adverb grammar form in Cambodian is in the use of adverb complements. Adverb complements are adverbs that can be paired together and often have the same meaning. They are used to bracket the verb or verb phrase that they modify. Adverb complements can be classified as either a beginning or ending complement. Beginning complements always appear before the verb they modify while ending complements come after. Typically, end complements can be dropped unless the emphasis of the sentence is on the adverb, in which case it may be the beginning complement that is dropped instead. Also, as you will see, there are some adverbs that are only expressed using an end complement.

Beginning Complements	Meaning	End Complements	Meaning
អត់ មិន ពាំ សត	not, won't, don't	ទេ	not, won't, don't
អាច	can, able to	បាន	can
នៅតែ	still	នៅឡើយ	still
ទីប៉ែតែ	just	មិញ	just
ក៏	also	ដងដែរ	also
តែងតែ	always	ជានិច ជាងកប	always
ត្រាន់តែ	only	ប៉ុណ្ណោះ	only

Examples

តាត់អត់ទេទេ ។

He won't go.

តាត់អាចអានខាងនោះបាន ។

He can read that verse.

ពួកខ្ញុំនៅឡើយពីនៅលើព្រះគម្ពុជាបិសុទ្ធនោះឡើយ ។

We still believe in the Bible.

លោកប្រធានប៊ូហ៊ុល់តែមកមិញ ។

President just called.

ពួកខ្ញុំក៏បែងចែងដែរ ។

We also do service.

ប្រព័ន្ធបិតាដែនដែលបានយើងជានិច ។

Heavenly Father always listens.

ខ្ញុំត្រាន់តែមានសំនួរមួយប៉ុណ្ណោះ ។

I only have one question.

Remember

- Be specific and precise in your use of verbs, nouns, and adjectives especially when expressing concepts distinct to Cambodian culture and language.
- When used after a verb, ឲ្យ often indicates causation. A common mistake for new language learners is to omit ឲ្យ after ចិត្ត and ស្វែង when asking or wanting others to do something.
- A causative infix can be used to change many regular verbs into a causative form. If a verb has a causative form, its use is preferred over the use of ឲ្យ.
- Adverbs are used to describe or modify verbs, adjectives, and other adverbs. Many adverbs can be created by adding ជា ឲ្យ យើង បាន and ដោយ adjectives.
- Complementary adverbs are beginning and ending complements that have the same meaning.

Activities

Personal

Speaking

- A. Sometimes adverbs are used to begin a phrase or clause, such as យ៉ាងហេច យ៉ាងយុរី and យ៉ាងលេរីន. Roughly translated they convey the idea of "at the very least," "at its longest," or "the very quickest it could happen . . ." They are typically only employed in this way in circumstances that talk about quantity, amount, speed, length, or measurement. Experiment with this concept by coming up with phrases that start with adverbs, using them in a conversation, and then asking a native if the sentence that you said was correct. Ask them how they would have expressed the same concept. Record what you learn in your notebook.

For example: យ៉ាងយុរី ដីប្រហែលមេឡាច់ពីនេះដល់កំពង់ចាម ។

មនុស្សយ៉ាងហេចពីនោកបានចូលរួមនៅថ្ងៃកំអង់ត្រូស ។

Listening

- B. Listen for words that people use that have the same meaning but are used in different situations. Keep a record of all of those words in your notebook. List similar words next to each other. Ask a native speaker if you have a question

For example: "To fall" –

- ធ្លាក់ = to fall down (like a book off a shelf, a raindrop from the sky, a ball coming down after being thrown, etc.)
- ជួល = to fall over (like a person tripping, someone falling while riding their moto, a water bottle getting knocked down, etc.)
- ចិត្ត = to fall off/out (like a leaf from a tree, a hair from a head, a paper from a backpack, etc.)



Reading

- C. Read these verses in the first two chapters of the Book of Mormon. Observe the use of the particles ក៏, ដើម្បី, and ដើម្បីទេ to mean "also." Afterwards, summarize what you know about each of their uses in your notebook. Ask your companion or a native speaker if you have questions on which word sounds better in certain situations.

1. 1 Nephi 1:10, 16, 19, 20
2. 1 Nephi 2:10, 23

- D. Read 1 Nephi 18. Write down all of the verbs used in the chapter that you are unfamiliar with. Look them up in the dictionary. Go back and study them until you feel completely comfortable telling this story.



Writing

- E. Practice using ចូល to make verbs causative. Determine if the following sentences need the word ចូល or not. Translate them onto a separate sheet of paper. Check your answers.

1. We helped him do his family history.
2. Cambodians make me happy.
3. God doesn't force us to obey Him.
4. I helped fix his bike chain.
5. The branch president asked her to be the Young Women's president.

6. They had us memorize Doctrine and Covenants 4 in Cambodian.
7. Heavenly Father wants us to have faith in Him.
8. I want to buy fish at the market this week.
9. Our faith causes us to want to change, which is the beginning of repentance.
10. The missionaries' testimonies made me feel hopeful.
11. Will you say the closing prayer?
12. God has us pray to Him so that we can receive blessings that we desire.
- F. Many words in Cambodian have causative verbal forms, which are created by using infixes. They are useful in making sentences more concise than having to say “ធ្វើចូរ” all the time. Adjust the following sentences to use a causative verb form. Write your answers on a separate sheet of paper. Check your answers.
- For example: ដំណើង ឈ្មោះធ្វើចូរដីវិតរបស់យើងតើ ។ -- ដំណើង ឈ្មោះបំភូជីវិតរបស់យើង ។
1. គេបានធ្វើចូរយុំសែបស្តីដែលស្ថាប់ ។
 2. តាត់ចូលចិត្តធ្វើចូរមាន់ដល់ ។
 3. យើងត្រូវតែធ្វើចូរទៅការសល្អរបស់យើងវិកធ្វើង ។
 4. មនុស្សខ្ញួនធ្វើចូរព្យាយាមធ្វើចូរសាសនាថ្មកិច្ចការ ។
 5. កំដៅធ្វើចូរទិកកកណាយ ។
 6. ទ្រង់បានធ្វើចូរអំណាចអស្ឋារបស់ទ្រង់ស្ថើជាំពោះប្រជាធិបតេយ្យ ។
 7. ជង្វាយចូលនៃព្រះយេស៊ូវគ្រឿសអាណធ្វើចូរបន្ទុករបស់យើងប្រាល ។
 8. ដ្ឋានកាលខ្ញុំចង់ធ្វើចូរបេសកកម្មយើង ។
 9. យើងមិនអាណធ្វើចូរលួយយើងប្រើនទេ ។
 10. យើងបានធ្វើចូរដែនការយើងប្រាលប្រឈរ ។
- G. Cambodian has many correlative verb pairs, which are frequently used in tandem with each other. In English, we have a similar principle, although the second word in English is typically a preposition. Practice using these correlative verb pairs by translating the following sentences. Check your answers.

For example: I hit the nail into the board. ខ្ញុំរាយដែកគោលចូលភារ ។

1. I took it out.
2. We lifted the box up.
3. Close the door shut.
4. I cannot understand him when he speaks that fast.
5. I'm afraid that I wouldn't be able to walk all the way there.
6. Set those books down on the table.

7. I couldn't get it to come out.
8. Did you pass your test?
9. I can't read it; the print is too small.
10. He put the letter into the mailbox.
11. We raised their house up by half a meter.
12. Satan wants us to lower our standards.
13. Heavenly Father, please bless this food.
14. I can't think right now.
15. I looked for it but couldn't find it.
16. The problem couldn't be resolved.

Companion



Speaking

- H. In Cambodian, a verb is often used to describe a noun immediately preceding it. Familiarize yourself with this principle by coming up with 30 sentences with your companion which utilize this principle. Try to use as many different words as you can.

For example: ខ្សោនការងារ ។ “I don't have a job (to do).”

ខ្សោនប្រើចបកប័រ ។ “I used a chopping hoe.”

ធីតាត់មានបាយហុបអត់ ? “Do they have any rice (to eat)?”

គេលក់សៀវភៅសេរិយោ ។ “They sell notebooks.”

- I. Your companion will pretend to be an investigator who is going through a very hard time and doesn't know if she can continue to learn with the missionaries. Practice sharing about an experience you had where there was a lot of opposition, but you still did your best to follow the commandments of God. Pay attention to your use of the concept "still" while you practice. After you are done, have your companion give you feedback, and then reteach him or her. Afterwards, switch roles with your companion. Write down any questions the two of you have about the words នៅតិត/នៅទ្វីយេ and ask a native speaker about them. Record what you learn in a notebook.
- J. Imagine that a man walks up to you on the street and asks what he needs to do in order to go to heaven. Have your companion role-play being the man. Practice answering his questions as you would if you were talking with him on the street. Practice using verbs as you tell him about what you must do to go to heaven. Write down any verbs that you don't know the word for in Cambodian. Then switch with your companion so that they can practice teaching. Afterwards, look up the words that you didn't know.



Listening

- K. Listen for compound verbs made up of independent words. For instance, នេះកាត់ យស់ព្រម កើតប្រើ ចោសសំភាគ និង ម៉ឺនយើង. Compound verbs like this are extremely common in Cambodian. Often their meaning is literally the sum of the parts, but sometimes it is not (like in យកចិត្តុកដាក់). Write down unusual compound verbs made of independent words as you come across them in conversation or reading. Look up their definitions or ask a native speaker.
- L. For a day, listen for ways in which Cambodians use ដួង and ដឹង to mean something other than "also." Write down every sentence you hear that uses ដួង or ដឹង to mean something different than "also." In language study the next day, record what you think the words meant in those contexts. They may not have had any significant meaning at all. If you have questions, ask a native speaker what the meaning or connotation of ដួង or ដឹង was in that circumstance.

For example: “តាតអត់នៅដួង !” or “អីណ៍លេខ្លោះអីដឹង ?”



Reading

- M. Go through the list of things you can do under “ការដែលអាចធ្វើបាន តាមរយៈកិច្ចប្រើប្រាស់អ្នក ផ្តល់ ។” Pay attention to the actions listed. Discuss with your companion about which of those actions would be beneficial for you to apply in your personal finding efforts today.
- N. Read 1 Nephi 1:19. Discuss with your companion the usage of ដោយ in describing a verb in that verse. Discuss other situations and contexts where you have heard ដោយ used similarly. Write down what you learn with your companion about this usage of ដោយ.



Writing

- O. There are several words that can be used to create an adverb. This words include ប្រាំង បាន and ចូរ. Whichever word you choose to use will do very little to change the literal denotation of a sentence, but they each have slightly different emphases. Translate each sentence three times, switching the word that you use each time. Try and determine how each sentence is different. The differences between these sentences are more about connotation than any definitional differences. Any of the words are appropriate in any adverb circumstance. It isn't necessarily a matter of right or wrong. Consider asking a native speaker for help, although they may have a difficult time articulating the difference as well. Listen for context, and the connotations will come more easily to you.

For example: I ride my bike quickly. →

- ខ្លះជីវិះកង់យកាបងឈរឃីន ។
 - ខ្លះជីវិះកង់បានឈរឃីន ។
 - ខ្លះជីវិះកង់ចូរឈរឃីន ។
1. She works hard.
 2. They dance happily.
 3. You sang beautifully.
 4. He walks slowly.
 5. He plays soccer aggressively.

Actions

Group



Speaking

- P. Go around the room so all the missionaries can say what they like to do. Each missionary must list three activities that he or she likes to do and use five verbs to describe each activity. Write down any verbs that you hear used that you are not familiar with. Look them up later in a dictionary.
- Q. Practice using adverbs in your group. Describe the actions in the picture below using as many adverbs as you can. Practice using different words to create adverbs (such as ប្រាំង ចូរ and បាន). Keep in mind that you don't necessarily have to use any of those words since they are optional. Go around your group, switching off describing actions in the photo until you can think of no more adverbs. Try to get 20 sentences as a group.

Methods

Examples

How can you find out for yourself?	តើអ្នកអាចរកដើម្បីយោងបានដូចណា ?
Joseph Smith translated the Book of Mormon by the power of God.	យើស់បានបកព្រៃនេះទៅមានដំណឹងជាមួយព្រៃនេះទៀត។
The Holy Ghost teaches us through quiet feelings	ព្រៃនេះបានបកព្រៃនេះយើងតាមរយៈអារម្មណ៍សុប់ស្ថាត់។
Eternal life is to live with God	ជីវិតដីអស់កល្បាឯពានីចូលឱ្យភាពរបស់នៅបានយូរព្រៃនេះ។
We will be rewarded according to our works.	យើងនឹងទទួលបានស្របទៅតាមកិច្ចការបស់យើង។

Explanation

This section will teach you how to ask and answer “how” questions, and you will also learn how to use prepositions like “through,” “with,” and “according to.”

Asking “How”

Cambodian employs two common phrases to convey the question "how."

ຢັ້ງເຊື້ອໃຈ	<i>how – generic question word</i>
ເຜົຍຮູບແບບ	<i>how – “by what method”</i>

“How” - យោងមេចដើរ

យ៉ាងមេចដើរ is a general phrase that is used when asking about the state of how something is doing, like "How do you feel?" or "How is he progressing?" A more formal version, យ៉ាងដូចមេច is sometimes written in text but rarely, if ever, used in conversation. It means "how" in the exact same way as យ៉ាងមេចដើរ. Also in less formal speech you will see variations and shortened versions of this word such as យ៉ាងមេចមេច, មេចដើរ or យ៉ាងមេចហៅយ. The structure of "how" questions in Cambodian deviates from what you are used to in English.

Subject + Verb + ယိုင်မြေပြန် ?

15a

Examples

Subject	Verb or Verb Phrase	How?
បង You (older sibling)	មានអារម្មណ៍ feel	យើងមែនដើរ ? how?
	<i>How do you feel?</i>	
តាត់ She	និយាយខ្សោរ speaks Cambodian	យើងមែនដើរ ? how?
	<i>How is her Cambodian?</i>	
ពួកខ្ញុំ We'	អាចជូយ can help	យើងមែនដើរ ? how?
	<i>How can we help?</i>	
បងស្រី You (older sister)	គិត think	យើងមែនដើរ ? how?
	<i>What are your thoughts? (How are you thinking?)</i>	

By what method - ដោយរបៀបណា

ដោយរបៀបណា is used when asking about a method or process. It is not used when inquiring about the general state of something. Therefore, ដោយរបៀបណា is more specific than យើងម៉ែចដីន and is used in fewer contexts. Although it has a narrower meaning, ដោយរបៀបណា uses the same grammar form as យើងម៉ែចដីន.

Examples

Subject	Verb or Verb Phrase	How?
ខ្លួន I	អធិស្ឋាន pray	ដោយរបៀបណា ? by what method?
How do I pray?		
តាត់ She	រៀនខ្មែរ speaks Cambodian	ដោយរបៀបណា ? by what method?
How does she learn Cambodian?		
ពួកខ្លះ We	អាចជួយ can help	ដោយរបៀបណា ? by what method?
How can we help?		
បង្ក្រី You (older sister)	ភាពព្រះគម្ពុជមេមែន read the Book of Mormon	ដោយរបៀបណា ? by what method?
How do you read the Book of Mormon?		

Pattern Practice

តើ (question)	ការទំនាក់ទំនង	របស់ of(poss.)	បង្ក្រី	ជាមួយព្រះ	យើងម៉ែចដីន ? how?(generic)
	ការសិក្សា study		បង្ក្រី older sister		
	សេចក្តីជំនើំ faith		ឈើលខី/សុំសីវី		
យើង we	អាច	ជួយ	បង្ក្រី	បង្ក្រី	យើងម៉ែចដីន ? how?(generic)
ឈើលខី/សុំសីវី		អភិវឌ្ឍន៍	សេចក្តីជំនើំ		ដោយរបៀបណា ? how?(by which method)
អ្នកដូន		ឲ្យសួរក	ការអក់យទោស		
ព្រះរួបិតាសុទ្ធ		ឲ្យឱយ	ការអធិស្ឋានរបស់យើង		

Through - តាមរយៈ:

"Through" is a preposition and adverb that is used to express the meaning of "by means of." It is a word that naturally lends itself well to answering "how" questions.

How did Christ save us all?

Through the Atonement, Christ saved us all.

How can I show my faith?

Through your obedience and action you can show your faith.

15c In Cambodian, តាមរយៈ (or ដោយរយៈ) expresses the concept of "through" using the same grammar as English.

Examples

សិក្សាតរបស់យើងត្រូវបានពន្លឹងតាមរយៈការបង្រៀន។
Our testimonies are strengthened **through** service.

តាមរយៈការបង្រៀនឯត្តិ យើងអាចបានសំអាតពីអំពើបាបរបស់យើងបាន។
Through repentance, we can be cleansed from sin.

ដោយរយៈការអធិស្ឋាន យើងអាចទទួលបាននូវចេញផ្សាយចំពោះសំណុរបស់យើង។
Through prayer we can receive answers to our questions.

យើងរៀនអំពីព្រះយេស៊ូវគ្រឿស្វតាមរយៈព្រះគម្ពីរ។
We learn about Jesus Christ **through** the scriptures.

With - ដោយ and ជាមួយ

"With" is an English preposition meaning "accompanied by" or "by means of." The term "with" is commonly expressed by two different words in Cambodian. This subsection will teach you how to use this conjunction in both situations.

ដោយ

In its most basic form, ដោយ translates to "by means of." This idea can also be commonly expressed in English using the word "with."

I eat with a fork.

I eat by means of a fork.

She teaches with great faith.

She teaches by means of great faith.

In this sense ដោយ translates directly to the word "with" and is used like any other Cambodian preposition.

Examples

ប្រាសាមកដោយកាយ ។
Wisdom comes **with** age.

ពួកខ្ញុំបានបានសាច់គោដោយកាំបិត ។
*We sliced the beef **with** a knife.*

ដោយភាគស្ថាក់ស្វើរហៀង្វូន ឱ្យពួកម្តាយរបស់គាត់ចូលបុណ្យប្រជុំមុជទីក ។
*Her parents, **with** great reluctance, are letting her get baptized.*

ដោយភាគតីសង្កៀមនឹងបានដោតដីយ ដៃគូខ្លឹមនៅតែអធិស្សាន សូមឡើងបញ្ចប់ទីកក្នុង ។
***With** no hope of success, my companion still prayed the rain would stop.*

យើងរៀនខាងវិញ្ញាណដោយគំនិត ហើយនឹងចិត្តរបស់យើង ។
*We learn spiritually **with** our mind and our heart.*

ជាមួយ(នឹង)

In its most basic form ជាមួយ(នឹង) translates to “as one” or “together.” This idea is also commonly expressed in English using the word “with.”

15e

*I study with my companion.
My companion and I study together.*

*Alma taught the people with Amulek.
Alma and Amulek taught the people as one.*

In this sense ជាមួយ(នឹង) also translates directly to the word “with” and is used like any other Cambodian preposition. For more on prepositions see section nine. There are several different ways to say ជាមួយនឹង in Cambodian. You could say the whole thing, or you could just say ជាមួយ or នឹង. They are completely interchangeable; they are not different in meaning or connotation.

ខ្ញុំចូលចិត្តរៀបស់ជាមួយដៃគូរបស់ខ្លួន ។
*I like to run **with** my companion.*

គាត់តែងតែនិយាយជាមួយនឹងមនុស្សដែលគាត់ជីវិតគាត់ ។
*She is always talking **with** others as she rides her bike.*

ចាំម្អូយត្រូវតែ ដើរយើងបានរួមចិត្តរៀបនាមួយលិលមិញ ។
*Wait a second, did we meet **with** Pu Roat yesterday?*

ខ្ញុំចូលចិត្តប្រព័ន្ធដោយសាសនាតាន់ការឲរបស់ខ្លួន ។
*I like to sing **with** my investigators.*

សាមាជិកទីបង្ហាស់ប្រចិត្តរៀបស់យើង តែងតែអព្វីញយើងហូបបាយជាមួយនឹងពួកគេ ។
*Our recent converts always invite us to eat **with** them.*

Compare

ដោយ

*Should be used if one noun is performing the action by means of another noun.
(i.e., She ate with a fork.)*

ជាមួយ(នឹង)

Should be used if both nouns are performing the action together. (i.e., He spoke with his companion.)

Remember

- There are two main ways to ask a “how” question. Be sure to use the right phrase depending on what you are intending to ask.
- Expressing “through” in Cambodian is identical to how you would use it in English. “Through” is a good word to use when answering a “how” question.
- There are two different words to express the term “with” in Cambodian. One is for expressing “by means of” and the other is to express the phrase “as one.”
- A good way to remember which “with” to use is to ask yourself who/what is doing the action. If both nouns are doing the action, then use ដោយ; otherwise use នៅយ៉ា.
- តាម means “according to” and can be used in a variety of settings as an adverb. It always comes after the verb it is modifying.

Activities

Personal

Speaking

-  A. One day, in your first lesson focus on using only ដោយនឹង, in your next lesson focus on using only ដោយ, and in the next lesson focus on using only នឹង. Hopefully, your usage of it will begin to naturally fluctuate, without you having to think about it. Keep in mind that typically in less-formal circumstances, less syllables are used.

Listening

-  B. តាម can be a verb (meaning to follow), an adverb (meaning according to, following, or along), or a preposition. តាម may often be used in a way that is unusual to you. For one day, write down all the ways you hear តាម used that are unfamiliar to you. Later, ask a native speaker to elaborate on the meaning of តាម in each circumstance which you previously recorded. Write down what they tell you.

Reading

-  C. នៅយ៉ា is often used at the beginning of introductory or interrupting phrases that start with a verb or gerund. This helps to indicate that there is an independent clause following, which the introductory phrase is describing. Read the following verses from 1 Nephi chapter one which utilize this grammar principle. Copy down all the instances which use this concept on a separate sheet of paper. Note that not all of the usages of នៅយ៉ា in these verses highlight this concept. Check your answers with the answer key.
1. Verse 1
 2. Verse 7
 3. Verse 8
 4. Verse 14
- D. Read the following verses in English first and then in Cambodian. When reading them in English, try and determine if តាមរបៀប: would be appropriate to use in place of the word “through.” If not, try and determine what words would need to be used instead.
- a. Mosiah 15:23
 - b. Moroni 7:41
 - c. 2 Nephi 2:6
 - d. 2 Nephi 18:21

- e. Helaman 14:13
 - f. 1 Nephi 20:21
 - g. 3 Nephi 13:19
 - h. Moroni 10:34
 - i. Mosiah 1:12
 - j. Moroni 8:3

Writing



- E. Translate the following questions and sentences from English to Cambodian on a separate sheet of paper. Use as many different forms of “how” as you can and as is correct (some sentences have multiple possible answers, and some really only have one). Check your answers.

For example: How can I learn Cambodian faster? តើខ្ញុំអាចធ្វើនាសាអ្វីទានលើវិសាងដោយរបៀបណា ?

- a. How do you think we can become worthy enough to go to heaven?
 - b. How do you feel about Joseph Smith?
 - c. Can you teach me how to pray?
 - d. "How to Begin Teaching" is a very important section in *Preach My Gospel*.
 - e. How was church?
 - f. How did you know that?
 - g. This is how we carry food on our heads.
 - h. How can I learn how to read?
 - i. How are you?
 - j. How will God judge us at the last day?
 - k. How did you get to church?
 - l. They showed me how to do it.
 - m. How can we find new investigators more effectively?
 - n. How do you pronounce this word right here?

- F. Translate the following sentences on a separate sheet of paper. Determine whether they each should use ເນື້ອຍ or ເນື້ອມຍ. Check your answers with the answer key.

For example: You must always stay with your companion. ដើម្បីក្រោតកែវាទម្មយុទ្ធបេត ។

- a. Her companion teaches with boldness.
 - b. ສົ່ງປູກ shared his testimony with us.
 - c. We must have works with our faith.
 - d. Alma prayed with all of his heart for the Zoramites.
 - e. Yesterday we ate dinner with ໄກສະໄໝ's family.
 - f. You should be patient with yourself.
 - g. He lives with his parents.
 - h. I like to eat ດາຍີສາເຫັນຜູ້ກົກ with pickled vegetables on top.
 - i. I like counseling with our bishop about our ward.
 - j. To give a priesthood blessing, we first anoint the sick with oil.
 - k. Moroni fought the Lamanites with his soldiers, who were equipped with armor.

- l. ស្តីឆា writes with her left hand.
- m. I still don't know how to eat with chopsticks.
- n. Check your answers with the answer key.
- o. I have been blessed with wonderful companions.
- p. She is angry with the branch president.
- q. Nephi killed Laban with the sword of Laban.
- r. Sherem contended with Jacob.
- s. Cambodians eat with a spoon in their right hand and a fork in their left.
- t. Jesus Christ ate with His disciples.
- u. *Preach My Gospel* tells us how we can teach with the scriptures.
- v. We receive revelation with our heart and mind.
- w. The pioneers took all of their earthly belongings with them.
- x. Have you prayed with a sincere desire to know if the Book of Mormon is true?

Companion

Speaking

- 
- G. Ask your companion 10 questions in Cambodian about how they like to teach. Use different forms of the question "How?" to do so. Then, have them ask you 10 questions about how you like to teach. Afterwards, discuss with each other in Cambodian about what you can do to improve your teaching and how you can teach together with more unity and clarity. Repeat this activity with all of your new companions to get a feel for how you can best teach together.
- H. Discuss with your companion how the words របៀប មធ្យាងបាយ និង យ៉ាង are different from each other. How are their meanings different and how are they used differently? Write down what you determine with your companion in a notebook. Later ask a native if what you and your companion had discussed is correct.
- I. Have your companion pretend to be one of your investigators. They will ask you how baptism works. Explain to them as simply as you can the way in which we do baptism. Have your companion ask several "how" questions using the different forms of "how" outlined in the explanation. You yourself should try to answer the questions using words such as របៀប និង មធ្យាងបាយ and យ៉ាង. After you have practiced explaining the method of baptism once, switch roles with your companion. Give each other feedback as needed.

Listening

- 
- J. Certain things we phrase with the word "how" in English are not typically phrased that way in Cambodian. Some phrases technically could be phrased with "how," but it would be unusual or informal. Phrases that we frequently use in English like "How was your day?" or "How are you?" are typically not phrased with "how" in Cambodian (though that isn't to say that phrasing them with "how" would be grammatically incorrect). Make a list of English phrases like these which would not use "how" if translated into Cambodian. Then ask a native who speaks some English to explain how they would express those English phrases in Cambodian. Write down what they say.

For example: "How are you?" តើអ្នកសុខសប្បាយទេ ?

"How was your day?" ត្រូវនេះអ្នកធ្វើអីខ្លះ ?

- K. The word ម៉ែច has several meanings in Cambodian, depending on where it is placed in a

sentence. If placed at the beginning of a sentence, it is a less-formal way of asking "why" (this usage is covered further in section 27). If placed at the end of a sentence it means "how," or "what do you mean?" If it immediately follows a verb of speaking (និយាយ, ថា, ប្រាប់, etc.), it means "what." If used on its own, it is a ruder way of asking, "What did you say?" or "What do you want?" Though its usages are often too informal for missionaries to use, being able to understand the word ដឹង in context will greatly improve your listening abilities. For one week, write down all sentences you heard where you caught the word ដឹង. At the end of the week, come back together and share any odd usages that you had never heard before. Discuss with each other why it was used that way. Was it used to mean "how" in that instance? Explain your reasoning behind why you think it had a specific meaning in each circumstance.

Writing



- L. There are several different ways to say "according to" in Cambodian. These include តាម ស្រីបតាម ឡើតាម and របៀបតាម. Practice using these phrases by coming up with 10 sentences a piece (between you and your companion) that use these words to express the idea of "according to," "in accordance with," or "based on." After you have written your 10, compare them with your companion's sentences. For each sentence, discuss what other word you could have used to express "according to."
- M. For this activity, do the same thing as in activity L, except this time use the words អាស្រែយលើ ពីងផ្ទុកលើ សូសងឡើលើ and other synonyms to express the idea of "depending on."

Actions

Group

Speaking



- N. Imagine you are teaching a woman named ម៉ីងវណ្ណោះ: who has been a member for six months, but is currently experiencing a lot of hostile pushback from her family members, who do not want her to be Christian. Pair up with another companionship who you have never been paired with before. One companionship will testify first, then after they have evaluated and retaught, the other companionship will have their turn. Practice testifying about all the blessings that ម៉ីងវណ្ណោះ: has received through the Atonement of Jesus Christ and through His gospel. Try and help her feel that it is only through these things that true joy can be attained. Focus on the correct usage of the word "through" in Cambodian as you do this activity.
- O. Pair up with another companionship in your group. One companionship will be the missionaries and the other companionship will be split up, with one being the missionaries' member-help and one being an investigator named វណ្ណោះ. វណ្ណោះ has been struggling with giving up alcohol and cigarettes. Your member-help went through a similar struggle when they were preparing for baptism. As missionaries, practice using the word "how" in a variety of questions and sentences to facilitate a discussion between the member-help, yourselves, and the investigator about how we can overcome addiction and harmful habits.
- P. Identify a problem you have been having in your group. Maybe everyone has been struggling to get members out to lessons, or maybe it has been difficult recently finding new investigators. Brainstorm with each other in Cambodian about how you can overcome this problem, and take turns one by one sharing what you believe to be the best way to resolve this problem. Write out in Cambodian each solution you come up with on the whiteboard. Include តាមរបៀប: in each solution.

Passive Voice

Examples

This plan **is called** the plan of salvation.

After the Resurrection of Jesus Christ, the Apostles **were killed**.

The gospel **is preached** to those who did not receive it on the earth.

We **will be assigned** to a kingdom according to our faithfulness.

We **will be judged** according to our faith.

ផែនការនេះត្រូវបានហេដាច់ដែលការណានៃសេចក្តីសង្គ្រោះ។

បន្ទាប់ពីការសេដ្ឋកិច្ចនឹងត្រូវនៃប្រាប់យេស៊ូវគ្រឿស្ស
ពួកសារកំណតានត្រូវសម្រេចប៉ុណ្ណោះ។

ជំណើងណូត្រូវបានរៀបចំឡាយទៅការអស់អ្នកណាដែលមិន
ទទួលជំណើងណូនៅលើផែនដី។

យើងនឹងត្រូវចែកចាយតាមនគរីម្សយេ ស្របទេតាម
សេចក្តីស្អោះត្រូវរបស់យើង។

យើងនឹងត្រូវដំឡើងស្របទេតាមដំឡើរបស់យើង។

Explanation

Passive voice is when you reverse the order of your SVO sentence structure to place the object at the start of your sentence. This means that the object at the start of your sentence is still receiving the action of the noun. Passive voice is used in Cambodian for a number of reasons.

- Passive voice is most commonly used in written text (you rarely hear it in speech). It adds formality, and structure to writing. (This differs from English where passive voice is often discouraged in writing, but is used commonly in speech.)
- It can be used when the actor (subject) is unknown or unimportant.
- It can be used when you want to place emphasis on the recipient of the action (object) and/or the action that took place.

Active voice (SVO) is the opposite of passive voice (OVS or OSV) and is the preferred voice in written English. Below are some examples of sentences in active voice and passive voice for you to familiarize yourself with the concept.

Active Voice	Passive Voice
Christ healed the 10 lepers.	The 10 lepers were healed by Christ.
God called Joseph Smith.	Joseph Smith was called of God.
Members everywhere read the Book of Mormon.	The Book of Mormon is read by members everywhere.
Cambodians celebrate the water festival.	The water festival is celebrated by Cambodians.
Missionaries learn many languages.	Many languages are learned by missionaries.

In English, passive necessitates the use of a "to be" verb (is, am, be, etc.) and requires a preposition to include the actor in the sentence. The phrase **ត្រូវបាន** serves a similar function in Cambodian. It can be used in two different ways that will be discussed in this section.

Natural Passive Voice

The default grammar structure for passive voice in Cambodian is different than English passive voice. Simply put, Cambodian passive voice is O+S+V, where the verb is the last piece of the sentence. If the subject is unimportant or unknown it can be omitted in this form.

16a

Object + ត្រូវបាន + Subject + Verb
Examples

Object	ត្រូវបាន	Subject	Verb
តាត់ She	ត្រូវបាន (passive voice)	ពួកសិល្បៈ the sisters	សូរសុខទុក្បន្ទី visit
<i>She was visited by the sisters.</i>			
តាត់ He	ត្រូវបាន (passive voice)	-	ពិនិត្យចេញ set apart
<i>He was set apart.</i>			
ព្យាការី The prophet	ត្រូវបាន (passive voice)	ព្រះ God	ហោា called
<i>The prophet is called of God.</i>			
កាបុបង្ក់ My bag	ត្រូវបាន (passive voice)	ធោះ thief	លួច stolen
<i>My bag was stolen by a thief.</i>			
ព្រះយេស៊ីវគ្រឿស្ស Jesus Christ	ត្រូវបាន (passive voice)	សាសន៍យុដ្ឋា the Jews	ធ្វើគត់ killed
<i>Jesus Christ was killed by the Jews.</i>			

Actions

Extended Passive Voice

Extended passive voice grammar structure parallels the grammar of passive voice in English. In English we often add the preposition *by* before the actor when using passive voice. The Cambodian equivalent is **ដោយ**.

16b

Object + ត្រូវបាន + Verb + ដោយ + Subject
Examples

Object	ត្រូវបាន	Verb	ដោយ	Subject
តាត់ She	ត្រូវបាន (passive voice)	សូរសុខទុក្បន្ទី visit	ដោយ by	ពួកសិល្បៈ the sisters
<i>She was visited by the sisters.</i>				
តាត់ He	ត្រូវបាន (passive voice)	ពិនិត្យចេញ set apart	ដោយ by	លោកជីស្សុណ the bishop
<i>He was set apart by the bishop.</i>				
ព្យាការី The prophet	ត្រូវបាន (passive voice)	ហោា called	ដោយ by	ព្រះ God
<i>The prophet is called of God.</i>				
កាបុបង្ក់ My bag	ត្រូវបាន (passive voice)	លួច stolen	ដោយ by	ធោះ a thief
<i>My bag was stolen by a thief.</i>				
ព្រះយេស៊ីវគ្រឿស្ស Jesus Christ	ត្រូវបាន (passive voice)	ធ្វើគត់ killed	ដោយ by	សាសន៍យុដ្ឋា the Jews
<i>Jesus Christ was killed by the Jews.</i>				

Examples

ព្រះគម្ពុជាអម្ចានតើជាកសិកាតានដែលបញ្ជាក់ថា ដំណឹងល្អរបស់ព្រះយេស៊ូគ្រឿងស្ថាបន្ទានស្ថារឡើងវិញ ។
The Book of Mormon is convincing evidence that the gospel of Jesus Christ has been restored.

យើងត្រូវបានហោដោយព្រាករ ។
We have been called by the prophet

យើង ទាំងអស់ ត្រូវនិង ត្រូវស្មាប់ ខាងសាត់ ឈាម ។
We will all suffer physical death.

យើងនឹងត្រូវដំឡើងថា ពួកគេបានធ្វើអាមេរិកចូលរួមសំយែង ។
We will be judged according to our works.

Remember

- Passive voice is a form where the object (receiver of the action) of your sentence comes before the subject (the actor) and the verb.
 - Passive voice is used commonly in Cambodian writing, as well as when the actor is unimportant or unknown.
 - The most common passive voice form in Cambodian is Object + ត្រូវបាន + Subject + Verb.
 - Cambodian also has a passive voice grammar structure that parallels English: Object + ត្រូវបាន + Verb + ដោយ + Subject.

Pattern Practice

	ព្រះយេស៊ីវគ្តិស្បែ	(មិន/អត់)	តានក្រោ (passive past)	មនុស្សដូចខ្លួន	សម្ងាប់ to kill	
តើ Question Word	ព្យាករី Prophet	(negative particle)	តានក្រោ (passive past)	ព្រះអ្មេរ God	ហោល to call	ទេ ? yes/no?
បាន/ចាំ Yes (M/F)	យីស់ឯ សីមិ		នឹងក្រោ (passive future)	ម្ចារិត្យាណាបរិសុទ្ធ	ជ្រើសរើស to choose	យើងម៉ែប ? how? (generic)
អត់ទេ No	បញ្ជីកតាត			ម្ចារេរិភាព Heavenly Father	ស្ថានឱ្យវិញ្ញុ to restore	ដោយរៀបចាយ ? how? (in what way)
ហោតុមី Why?	សាសនាប្រក់នៃព្រះយេស៊ីវគ្តិស្បែ Church of Jesus Christ			យីស់ឯ សីមិ	ស្ថាបនា to establish	(ទេ) (negator)
	ពិបារក Apostle			ព្យាករីបុរាណ ancient prophet	បក្សប្រ to translate	
	ព្រះគម្ពឺមរមន Book of Mormon				សរសរ to write	

Activities

Personal



Listening

- A. For one day, keep track of the number of times you hear someone speak in passive voice. At the end of the day, examine how many times you heard it. How common (or uncommon) is passive voice in everyday conversation? Record what you learn in your notebook. Adjust your own personal style of speaking as needed to best fit how Cambodians actually speak. Remember that in English and Cambodian, the use of passive voice is flip-flopped: in English passive voice is much more common in speech than in writing; in Cambodian it is the other way around.



Reading

- B. Read Alma 38: 1, 3, 4, 5, and 9. Copy down each verb phrase that is written in passive voice. Take notice of the way that was used to put these phrases in passive voice. Was just ត្រូវ used, just ត្រូវនេះ, or the full ត្រូវបាន? Was there an actor or no actor? If there was an actor, was the phrase's order Object-ត្រូវបាន-Actor-Verb or Object-ត្រូវបាន-Verb-ដំឡើង-Actor?
 - C. Read Doctrine and Covenants 4. Write down two lists: one containing all the transitive verbs used and one containing all the intransitive verbs used. Check your answers.

Note: Some verbs are intransitive while others are transitive. The main difference between transitive and intransitive verbs is whether the verb can take a direct object. Some words in Cambodian are both, depending on the case. For instance, កែចិត can be transitive or intransitive. It is an intransitive verb in the sense of “to be born” because you cannot “to be born” something (ម្មាយកែចិតក្នុង does not make sense). But កែចិត also has a transitive meaning, like in ខ្ញុំកែចិតផ្ទាសាយ because ផ្ទាសាយ in that case is a direct object of the verb កែចិត.



Writing

- D. Rephrase the following sentences from active voice to passive voice on a separate sheet of paper. Use either word order, as outlined in the explanation, in order to change the sentences into passive voice. Check your answers.

For example: ផ្លូវខំខ្លឹម ១ → ខ្លឹមត្រួវបានផ្លូវខំ ១ or ខ្លឹមត្រួវបានខំដោយផ្លូវ ១

1. តាត់អនុខន្រោះ ។
 2. ដើរលើខ្លួនសរសកាលវិភាគ ។
 3. ប្រធានបានបង្កើនយើងនៅសន្តិសិទ្ធិប្រជាពលរដ្ឋ ។
 4. ព្យាករីបុរាណបានព្យាករអំពីយើង ។
 5. នឹងប្រាកដសម្រាប់ខ្សោតាន់ ។
 6. ព្រះនឹងកាត់គូយើងនៅថ្ងៃចុងក្រោយបង្គស់ ។
 7. បីស្សីត្រព្យធមុជីកកញ្ចបនរីរ៉ា ។
 8. ខ្ញុំដោះស្រាយកដើម្បីលពេលខ្ញុំលម្អៃ៖គេ ។
 9. ដើរឡើបំផុំខ្ញុំរហូត ។
 10. គេចាញាយឱ្យសែបជាក់គិត ។

- E. Translate the following sentences. Determine whether they would need to be phrased in the passive voice or not. Alternate between using ត្រូវបាន ត្រូវ and បាន.

1. Joseph Smith was called to be the prophet.
2. I was assigned to this area.
3. Lehi's family's possessions were left behind.
4. That tie was already worn this week.
5. The interview has been prepared.
6. The elderly man was escorted to his seat.
7. Nephi was beaten.
8. My backpack was stolen from my bike basket.
9. His hand was raised.
10. The priesthood keys were lost.

Companion



Speaking

- F. Tell your companion a story in Cambodian, speaking only in active voice. Then retell the story, but this time only use passive voice (if possible). After you have finished telling it both ways, have your companion give you feedback on your use of passive voice, in case they caught any errors. Then have your companion take a turn telling a story twice, once in active voice and once in passive. Afterwards, discuss with your companion which way sounded better. Write down anything you learn in a notebook.



Listening

- G. Ask a native speaker about odd passive voice phrases that you have heard, like ត្រូវបានស្វាប់ for instance. Why are they that way if the verb is already intransitive? Is the meaning changed at all? Is it more formal? Write down in a notebook what they tell you.
- H. For one week, keep a list of all of the words that you come across that have both transitive and intransitive meanings. These would be words like តើតិ ចេញ or ទេញ. At the end of the week, compare words with your companion. Discuss how each word which you copied down can be used both transitively and intransitively. In your notebook, write down the words that your companion came across that you didn't notice.



Reading

- I. Read 1 Nephi 10:11–14. Write down all of the examples of passive voice from these verses. Notice the usage of future tense in the passive voice in some of these verses. Check your work.
- J. Read the following **made-up** news article. Pay attention to how passive voice is used. Discuss with your companion why passive voice would be used in this news article, but wouldn't necessarily be used if you were talking with someone about these same events face-to-face.

មនុស្សប្រមាណពេលនៅក្នុងស្តាយរៀង ភាគខាងកើតនៃប្រទេសកម្ពុជា ត្រូវបានដឹង
សម្រាប់ពីផ្លូវការសំខាន់នៅថ្ងៃទី២៥ ខែធ្នូនេះ បន្ទាប់មានការកែយ៉ាង្ហារប្រាប់បែកដែលមិនទាន់ផ្តុះ
ផ្តុះ ។ គ្រាប់បែកដែលត្រូវបានកែយ៉ាង្ហារនៅ៖ ជាគ្រាប់បែកដែលនៅសល់ពីសម្រេចបែងខ្លួនគ្រឿង
ហាម ដែលបានដលិតនៅថ្ងៃប្រទេសរៀងតណាម ។ បូលិសប្រមាណចំនួន ១០នាក់ បានចេញប្រព័ន្ធប្រចាំបីពីរ
ដីសម្រាប់បែកដែលរដ្ឋបានបង្កើតឡើង ។ បូលិសបានបង្កើតឡើង ។ គ្រាប់បែកដែលបានទម្រង់ ១០នាក់
ត្រូវបានកែយ៉ាង្ហារដែលត្រូវអង្គារមក មេះ ៩០០នាក់ នៅក្នុងសាងសង់មួយ បុន្ថែមអង្គារបានកំណត់ដែនការបំផុះ
ពេលនាក់ត្រូវអង្គារមក ៩០០នាក់ ដែលបានបង្កើតឡើង ។ បូលិសប្រមាណចំនួន ១០នាក់ បានចេញប្រព័ន្ធប្រចាំបីពីរ

- K. Read with your companion in Mosiah 18:16–17. Write down which phrases are simply using the particle တាន to talk about the past and which are using တាន to make the phrase passive. Write down your answers on a separate sheet of paper. Check your answers.

 **Writing**

- L. Write down your answers to the following questions, which correspond with the paragraph in activity J. Make sure your answers are complete Cambodian sentences. Check your answers.

1. តើមានពលរដ្ឋប៉ុនាននាក់ត្រូវបានដោយសចេញពីផ្ទះខ្លួន ?
2. តើគេបានដោយសនៅថ្ងៃណា ?
3. ហើយអ្នកបានដោត្រូវចេញពីស្តាយរៀងអស់មួយរៀងទេ ?
4. ក្រាប់បែកដែលត្រូវគេរកយើងទេ: នៅសល់ពីសម្រេចណា ?
5. តើវានឹងត្រូវបំផុះនាថ្ងៃបុណ្យម្ខ្មី ?

Group
 **Listening**

- M. Have a native speaker explain to your group about how they use (or don't use) passive voice in everyday speech. Write down what the native speaker explains to you and then make a conscientious effort the rest of the day to apply what you learned. The next time your group meets together, evaluate how well you applied what you learned in the meeting with the native speaker.

Direction of Action

Examples

Faith leads us **to** action and sincere repentance.

សេចក្តីជីឡើងទៅកែសកម្មភាព និងការប្រចិត្តដោយ
ស្វោះស ។

When we sincerely repent, we **turn away** from sin.

ពេលដឹងលយើងប្រចិត្តដោយស្វោះគ្រូនៃ នោះយើង
បាកចេញពីអំពើបាប ។

God prepared a plan to help us **return** to Him.

ព្រះបានរៀបចំនៃការណាដើម្បីធ្វើយើងត្រឡប់ទៅក្រោ
ជវិក ។

Keep going **until** you reach the intersection.

ទៅរហូតដល់ផ្លូវបែកជាប្រឈម ។

Through the Atonement, we can be freed **from** sin.

តាមរយៈជញ្ញាយច្បាប់យើងអាចចូចផុតពីអំពើបាប ។

Explanation

In a simple SVO sentence it is implied, and often very apparent, that the verb (action) is being applied toward the object of the sentence. As we have learned in previous sections, a direct object is the noun that receives the action of the verb. An indirect object is the noun that “gets” the direct object.

We built a new house for the Yon family.

She shared her sandwich with the stranger.

We ask Thee to send Thy Spirit to be with us.

The sisters taught faith and repentance to the class.

In the sentences above, the underlined words are all direct objects. In each sentence the direct object is the receiver of the action. The indirect object is the person or thing that “gets” the direct object. In this case *the Yon family*, *the stranger*, *us*, and *the class* are the indirect objects. The Yon family got a new house. The stranger got a sandwich. We got the Spirit to be with us. The class got taught faith and repentance. A good way to find an indirect object in a sentence is to ask yourself who or what is getting something. Within a sentence, the direct and indirect object are typically connected by a preposition that indicates a direction of action. Direction of action prepositions show how the direct object is moving in relation to the indirect object. *To*, *from*, and *with* are common direction of action prepositions in English. This section will help you to clearly and correctly use direct and indirect objects in sentences by connecting them with direction of action prepositions.

Basic Direction of Action

There are a few basic direction of action prepositions you should know before moving on.

ដល់	<i>to</i>
មក	<i>to (come to)</i>
ទៅ	<i>to (go to)</i>
ឱ្យ	<i>to/for</i>

17a

Subject + Verb + Direct Object + ដែល់/មក/ទៅ/ឲ្យ + Indirect object

Subject	Verb	Direct Object	ដែល់/មក/ទៅ/ឲ្យ	Indirect Object
ពួកខ្ញុំ	ចង់ចេកចាយ	សារពិនិត្យ	ទៅ	បង ។
<i>We want to share a message with you.</i>				
ព្រះវិហើ	បានប្រទាន	សុខភាពល្អ	ឲ្យ	យើង ។
<i>Heavenly Father blessed us with good health.</i>				
សូមឲ្យបង	ចេកចាយ	សក្ខីភាពបង	មក	ខ្ញុំ ។
<i>Please share your testimony with me.</i>				

The Direct Object Indicator

As briefly mentioned in section three, នូវ is a direct object indicator in Cambodian. នូវ is particularly important if you modify your grammar so that the direct object comes after the indirect object. This structure is less common in Cambodian than in English. When this happens, នូវ must be placed directly before the direct object in the sentence.

17b

Subject + Verb + ដែល់/មក/ទៅ/ឲ្យ + Indirect Object + នូវ + Direct object**Examples**

ពួកស្តីស្ទើរបានបង្កែវជ្រាក់នូវគោលការណ៍សេចក្តីផ្តើម ហើយការប្រចិត្ត ។
The sisters taught the class faith and repentance

យើងបានបង្ហាញដល់អាណាព្យៃវិហារនៅគារការពារបស់យើង ។
We showed the church building our reverence.

ពួកគាត់បានប្រាប់យើងនូវគើដែលគោលព័ត៌មានធ្វើ ។
They told us what they had done.

ព្រះយេស៊ូវគ្រឿស្សបានប្រទានដល់មនុស្សលោកនូវជ្រាយធម្មនរបស់ទ្រង់ ។
Jesus Christ gave to all mankind His Atonement.

យើងបានសង្កែតសារយន់នូវវិញ្ញោះថ្មីមួយខ្លួន ។
We built the Yon family a new house.

Pattern Practice

	ខ្លួនបង្កើត I (respectful)	សិមចូលបង្កើត request thee	ប្រាកាន to bestow (to bless)	ព្រះរីក្សាណាបរិសុទ្ធ Holy Ghost	ដល់ to	ខ្លួនបង្កើត me (respectful)	
តើ question word	ព្រះរឹបិតា Heavenly Father	(មិនទាន់) not yet	អាច can	បង្កែវនា to teach	កម្មុំង strength	មក to	ព្យាកទូលបង្កើត us (respectful)
បាទ/ចាទ់ Yes (M/F)			បាន (past tense)		បន្ទីយ blessing	ទៅ to	មួប food
អគ្គទេ No			នឹង (future tense)		សេចក្តីផ្តើម faith	ទូរ to	បងប្រស brother (older)
នៅ Not yet			- (present tense)		សេចក្តីសង្ឃឹម hope		(នៅ) (negator)
					មេដ្ឋនសំខាន់ important lesson		

Activities

Personal

Listening

- A. Cambodians will often use words before ទៅ or មក to emphasize the direction that they are speaking about. Two of these words are សំដោ and ត្រូវបង្កើត. Cambodians use these words to talk about being aimed or pointed in a certain direction. For one week, write down every time you hear one of those words used. Also, ask a native about the situations in which he or she uses those words.



Reading

- B. Read the following verses that contain words that relate to direction of action. In your notebook, write down any directional words that you don't recognize, or that are used in a way that is unusual to you. Look them up in a dictionary and then write a brief summary of their usage next to each one.

1. Helaman 10:2
2. Alma 31:14
3. Mosiah 16:11
4. Mormon 6:7
5. Mosiah 18:28
6. Moroni 9:5
7. Alma 10:8
8. 2 Nephi 6:7
9. 1 Nephi 8:27

- C. Sometimes the words ແກ້າ: and ຊຳເຕົວ: are used to emphasize a direction. What meaning do they add when used? Determine this by reading the following verses. Ask a native speaker if you have any questions. Write down what you learn about the use of ແກ້າ: and ຊຳເຕົວ: in your notebook.

1. Mosiah 13:30
2. 1 Nephi 8:31
3. Alma 26:3, 32
4. 3 Nephi 11:5, 8
5. Alma 2:36
6. Ether 6:5

 **Writing**

- D. Practice translating the following sentences to emphasize the direction of the action in the sentence. Be sure to put the directional complement after the direct object. Check your answers with the answer key.

For example: Did you bring your scriptures? ເຖິງທີ່ທ່ານຍັກປະຕິບິ່ງມີໃຫຍ່?

1. He exports rice to Vietnam.
2. I am going back to America.
3. They took Christ and crucified Him.
4. Through repentance, we turn ourselves back to Heavenly Father.
5. Obedience brings blessings into our lives.
6. Could you scoot over a little?
7. Don't take the Lord's name in vain.
8. Why did God want us to return to this street?
9. He is almost there.
10. She is almost here.
11. We should always try and grow closer with God.
12. "Our purpose is to invite others to come unto Christ."

- E. Use directional words to talk about actions going away from yourself or away from the actor of an action. Translate the following sentences on a separate sheet of paper. Check your answers with the answer key.

1. Look over there.
2. He was pushed into the street.
3. If we are worthy, then we may enter into the holy temple.
4. I am sending this letter to my recent convert.
5. We should be on a path that leads us to God.
6. I said to her that she should contact that referral.
7. I opened up to Moroni chapter 10.
8. We are giving this copy of the Book of Mormon to you.
9. We rode our bikes to ໂດຍເຕີ for a lesson with a less-active member.
10. We bore our testimonies to them, and then left immediately.

- F. Use directional words to talk about actions coming towards yourself or towards the subject. Translate the following sentences on a separate sheet of paper. Check your answers with the answer key.

1. Look over here.
2. He was pushed into me.
3. Even if you don't feel worthy, the Lord still wants you to come to church.
4. My recent convert just sent me a letter.
5. God wants us to return back to Him.
6. She said to me that I should contact that referral.
7. Walk towards me.
8. I am thrilled that you have given me this Book of Mormon.
9. ឱ្យពារា, the elders have ridden their bikes here to speak with you.
10. They bore their testimonies to me, and then left immediately.

Companion

Speaking

- G. The word នា is usually accompanied by a word of direction, whether that be ទៅ មក ចេញ ចូល or យក. These words will usually be separated, but occasionally they will be seen right next to each other, although in those cases the object marker នៅ will typically need to be used. Teach your companion a five-minute version of the first lesson. Use នា five different times as you teach it. Try and change the directional words which you accompany with នា, as well as change whether you put the directional word right next to នា or not. Afterwards, switch and give your companion a turn.
- H. វិញ្ញុ is frequently used in conversations to reverse an action's direction, or to change topics or the person being addressed. For example, «តាត់ចូលចិត្តរដ្ឋវប្បធម៌ បើនឹងចំពោះខ្លួន ខ្លួនចូលចិត្តរដ្ឋនីស្សាជាង ១» or «ជាទុក ខ្លួនសិក្សាប្រាប់អ្នកគណៈ ។ ចុះពីញ្ញុ សិក្សាប្រាប់ខ្លួន ?» During companionship study one day, only speak in Cambodian. Use វិញ្ញុ to mean "instead," as well as to reverse actions and turn questions and statements back to other people. Try and use it 10 times in your study.

For example: បងចំបុគ្គាសាពេលដូចបាយឱ្យដោនេះ អញ្ញីងខ្លួនចិត្តបាយឱ្យក្នុងពេទ្យៗដែលនឹងវិញ្ញុ ។ ចុះសុំស្អែរិញ្ញុ គិតិយាងដៃចំណេះ ?

Listening

- I. The directional words ទៅ and មក are often used in conjunction with phrases such as តាមពិតទេ or និយាយសរបមក. It may be weird at first to think of some of these phrases having a direction. However, the directional words in these cases simply help emphasize the phrase or make it more descriptive. Listen for phrases like these, which do not inherently require a direction, but that still make use of មក or ទៅ to help add emphasis or description.

Reading

- J. Read តែលបំណងរបស់អ្នក on page 1 of the Cambodian *Preach My Gospel*. Why is the word កាន់ employed in this paragraph? Why not just use មក? What does កាន់ do to describe the direction of action in the phrase មកកាន់ប្រែប្រើប្រាស់? How is the meaning of កាន់ here different than when it is used later on in this same paragraph (កាន់ខ្លាប់ដកបដជល់ចូងបំផុត)? Discuss these questions with your companion and write your thoughts down in your notebook.



Writing

- K. With your companion, discuss how the following sentences could be rephrased to have the complementary verb pair on both sides of the direct object, rather than putting the verb pair together followed by នូវ and the direct object (which is the pattern used in the sentences given). Write your answers on a separate sheet of paper, and check them with the answer key.

For example: នឹងបានទៅយកចេញនូវដ្ឋានមាសពីផ្ទះខ្សោយ ។ -- នឹងបានទៅយកដ្ឋានមាសចេញពីផ្ទះខ្សោយ ។

1. គត់បានឲ្យមកខ្លួនដំបូន្ទានដែលមានតាំង ។
2. ខ្ញុំសួមលើកដាក់នៅលើក្រាលអ្នកនូវដៃខ្លួនទេ ?
3. ស្មូចបេនយោងឱ្យបានសាងសង់ឡើងនូវប័ណ្ណមួយ ។
4. ព្យាករិបុរាណបានសរស់ទុកនូវប៉ែនព្រំតូនប្រជាធិបតេយ្យរបស់គេ ។
5. ពួកសាសន៍អាន់តែ-នឹងបានពាត់ពេលនូវអារុយរបស់គេ ។
6. ការរាយព្រះគម្ពឺរាយចនាំចូលនូវពេជយធាប់ប្រើប្រាស់យើង ។

Group



Speaking

- L. Pair up with another companionship in your group. Practice teaching about how the goal of Heavenly Father is for us to return to live with Him. Practice using as many words as you can think of to describe “returning” in different ways. These words may include វិញ្ញុ ត្រួតត្រូវ និង ទៅ មក ត្រូវយក អ្នកឡើត និង បិក. Teach for five minutes and then have the other companionship evaluate how clearly you communicated the idea of returning to live with Heavenly Father. Then switch.

Review: Actions and Events

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Asking About and Describing Actions and Events

- Verbs - Building on the Basics
- Methods
- Passive Voice
- Direction of Action

Activities

Personal



Speaking

- A. Reflect on your morning routine, use as many verbs as you can to describe out loud what you do to get ready for the day. Be specific and try to stretch your vocabulary. Also try this activity with adverbs.



Listening

- B. Listen to the “Restoration” video, paying attention to the use of verbs and adverbs in this film. How did Joseph Smith’s actions demonstrate his faith? Write your answer in your language notebook.



Reading

- C. Read “Language” from the Missionary Handbook in Cambodian. Make a list of verbs that are used in this section and pay attention to the use of direction of action words to find out how your language affects others as a missionary.
- D. Read Mosiah 14:3–5. Use your English scriptures to compare when the passive construction switches from using active voice to passive voice (hint: passive voice makes heavy use of ព្យាក់). Talk with your companion to explain your understanding of when passive voice is being used and when active voice is being used.



Writing

- E. Translate the following sentences from English to Cambodian. Check your answers.
1. Peace will come into our hearts when we forgive others.
 2. Bearing your testimony will help strengthen it.
 3. When we sincerely repent, God forgives us.
 4. Christ can take away our sins if we repent.
 5. Alma and Amulek were imprisoned for preaching the gospel.
 6. Christ lived His life perfectly according to the will of God.
 7. Adam and Eve were commanded not to eat the forbidden fruit.
 8. Faith and repentance leads to true conversion.
 9. Call us when you get to the church.
 10. Remember to bring your scriptures with you on Sunday.
 11. You received your calling from a prophet of God.
 12. Our investigator brought her friend to church today.
- F. Write a definition and explanation for repentance using combination of verbs, adverbs, direction of action words, or passive voice. Make your definition simple enough that a young child could understand what repentance is and how to do it. Use this definition in one of your upcoming lessons.

Actions

Companion



Speaking

- G. Using adverbs, describe to your companion how an effective missionary teaches. For example: "An effective missionary teaches clearly." After listing everything you can think of, choose one or two of the adverbs that you and your companion would like to try to improve your teaching. Make plans to apply them this week. Follow up on this goal later in the week.
- H. Think of a time when you misplaced one of your belongings. Take turns with your companion describing the steps you took to find the object using as many direction of action words as you can.



Listening

- I. Ask a member to give you instructions on the different ways that you can properly wear the Cambodian ស៊ិរិ. Listen to their use of verbs and adverbs. Write down any verbs they use that you are unfamiliar with or don't understand.
- J. Ask a member how he or she met or were introduced to the missionaries. Pay close attention to the use of verbs and direction of action words. Also, pay close attention to the different ways previous missionaries contacted and taught these members and make a goal to try out one of these contacting methods.



Reading

- K. Read *The Living Christ: The Testimony of the Apostles* in Cambodian. Take turns with your companion reading a sentence each. Discuss how your testimony of Jesus Christ has impacted your life using verbs and direction of action words. Use this testimony of Christ along with your own to teach your investigators.



Writing

- L. Using different combinations of នាំ យក ទៅ and មក, write down a list of instructions for your investigator to know what they need to remember to bring with them to their baptism. For example: បង្កើរតែយកទៅអារម្មយកខ្លួច។

Group



Speaking

- M. Play a game of charades with your district, focus on verbs that you can act out. The person who guesses the word correctly gets to go next.
- N. As a district practice teaching about Joseph Smith and the First Vision. Be sure to use as many verbs, direction of action words, and passive voice sentences as you can.



Listening

- O. Print out copies of *The Living Christ: The Testimony of the Apostles* in Cambodian to hand out. Plan a Family Home Evening Lesson centered on Jesus Christ. Discuss some of the things that Christ did for mankind. Pay attention to the use of verbs, adverbs, direction of action words, and passive voice. Try to use them all as you hear native say them. Share your testimony about Jesus Christ, then invite everyone else to share their testimonies.



Reading

- P. Read 3 Nephi 11:1-17. Choose a narrator to read these verses out loud, and the rest of the group has to listen and act out the scene that is being described. You may also choose to try this activity with another scripture story.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

Purpose

This function will help you talk about what we need or want to do; for example, what we need to repent of or what God wants for us. It will also help you talk about ability, as well as help you to tailor your language to meet different levels of respect. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- We **need** to pray often. (Need, Should, and Want)
- We ask **Thee** to help us know what **Thou wouldest** have us do. (Basic and Honorific Word Forms)
- I **can** speak, read, and write Cambodian. (Ability)
- The members of the ward pray **for** the missionaries. (For)
- We can take **either** this way to the church building **or** this way. (Preference and Indifference)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "God Is Our Loving Father in Heaven" (What does God want for us?)
- "Heavenly Father Reveals His Gospel in Every Dispensation" (Why did God call prophets? Why do we need them?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (What did Joseph Smith want to know? What did God ask Joseph Smith to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (What can we learn from the Book of Mormon? For what purpose was it written?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What is God's purpose and plan for us?)
- "The Atonement" (Why did Christ perform the Atonement? Why do we need it?)
- "Repentance" (What do we need to do in order to repent?)
- "Baptism, Our First Covenant" (Why do we need to be baptized?)
- "Obedience" (Why does God want us to obey?)
- "Pray Often" (What should we pray for? How do we express our needs and desires?)
- "Study the Scriptures" (What are the scriptures for? Why do we need to study them?)
- "Priesthood and Auxiliaries" (What can be done with the priesthood? What are the auxiliaries for?)
- "Missionary Work" (Why should we desire to do missionary work as members?)
- "Temple and Family History" (Why do we need temples? How can we get involved in family history work?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Extend Commitment Invitations" (Why does God give us commandments? How can I show encouragement and support?)
- "Give Directions" (How do I tell someone how to get somewhere?)
- "Obtain Referrals" (Why should we share the gospel with friends? How can we begin to talk about the gospel? How do we increase our desire to share the gospel?)
- "Offer a Prayer" (How do I ask Heavenly Father for the things that I need?)

Need, Should, and Want

Examples

What do you (older sister) . . . **need?**

ເຕື່ອນງປະບົງ . . . ປຽກາກໄຟ ?

What else do we **need** to do this week?

ເຕີເຢືນງຕຽກິດເຫຼື້ອີ້ເຈັ້ຕກຸນສູຫາບໍ່ເຮັດ : ?

We **should** obey secular laws.

ເຢືນງຕຽກິດເຄົາຕະຫາມຫຼັບຮຸຜູ້ ພ

In order to be baptized you **need** to stop smoking.

ເຜີຍົງໂຮ້ຫຼຸດຕິພິບຸນາງປະເມີນທີ່ກຳມົກຕຽກິດແດຍບໍ່ຜົກຕ້າເວົ້າ

We **should** participate in civil government.

ເຢືນງຕຽກິດຕູ້ລຽມເສົາກຸນຮູ້ກີດາລສູ້ລືລ ພ

Explanation

Expressing desire, need, intention, or purpose can be done using the verbs need, should, and want. In this section you will learn how to use these words in a variety of applications. As you study this section, think about how you can use this grammar principle to express your feelings in lessons and other missionary activities. Need, should, and want are all verbs and are typically used as verbs in Cambodian sentences. There are some exceptions to this rule that will also be covered in this section.

(Need, Should, or Want) + Verb

When used before another verb, the form of words for need, should, and want are as follows:

ຕຽກິດ	<i>to need to</i>
ຕຽກິດ (also ດັບປິງ)	<i>should</i>
ຕັ້ງ	<i>to want to</i>

18a

To use these words in a sentence, place them directly before a verb. In less formal settings, ໃດ can be omitted.

Examples

ເຢືນງຕຽກິດຫຼຸດເບ້ຍເຫຼື້ອີ້ກຳນົມຜູລຍເຢືນງ ພ
We need to call our district leader.

ຕາຕ່ີຕຽກິດສໍາໜຸນຕູ້ລຜູະ:ເຢືນງ ພ
He should ask before entering our home.

ຕາຕ່ີຕັ້ງເຫັນປະກາ: ພ
She wants to go to church.

ດູກຕາຕ່ີທຳນັກສ່ຕຽກິດບໍ່ຫຼັດຕິເສັນຕິປະບົງແລ້ວສ່ວນຕາຕ່ີເປົ້າຕະ:ປຸ້ລາຕາຕ່ີ ພ
They all need to show their love for their families.

ຂໍ້ຕຽກິດມູນທີ່ກຳນົມເຢືນງເຫັນ ພ
I should shower before we leave.

អຸກຕັ້ງບໍ່ເຜັນກຳນົມເຢືນງເຫັນ ?
You want to teach about repentance, right?

(Need or Want) + Noun

When used before a noun, need and want take a different form. (Should is never used before a noun)

18b
18c

ត្រូវការ	<i>to need + to noun</i>
ចង់បាន	<i>to want + a noun</i>

To use these forms of need and want in a sentence, place them directly before a noun. ការ and បាន should never be dropped in this circumstance.

Examples

ខ្ញុំត្រូវការដំនឹងយក្ខុងការរៀនខ្មែរ ។
I need help learning Cambodian.

ខ្ញុំចង់បានអង្គរម្ភយគឺឡើយ ។
I want one kilo of rice.

តាត់នឹងត្រូវការការគោលច្រែបស់អ្នក ។
She will need your support.

តើអ្នកចង់បានកុងពណ៌ខ្សែខ្សែ ?
Do you want a green bike?

យើងត្រូវការដឹងថ្នាក់យុទ្ធននៅក្នុងដីវិតយើង ។
We need the Atonement in our lives.

Note: There are other words and phrases that you will learn to help you express needs and desires. The activities in this section will help you to listen for and learn some of these words. Other words you will pick up in your day-to-day interactions. Pay attention to how native speakers express their feelings, wants, hopes, and desires. These day-to-day experiences will be some of your greatest lessons in the Cambodian language.

Remember

- Use the words need, should, or want to express desire and purpose.
- ត្រូវគោត ត្រូវតែតែ and ចង់ should only be used before verbs.
- ត្រូវការ and ចង់បាន should only be used before nouns.
- Listen to native speakers to learn more ways to express yourself and your feelings, purpose, and desires in Cambodian.

Pattern Practice

	យើង We	ត្រូវតែ need (a verb)	តោរពប្រតិបត្តិ to obey	ប្រាបញ្ជី commandment	ទាំងអស់ all		
គឺ question word	ខ្លះ /l/	(មិន/អត់) (negative particle)	គឺតែ should	អាន to read	ប្រាប់គ្នា Scriptures	រាល់ថ្ងៃ everyday	ពេលណា ? when?
ហោតុវិថី Why?	បង្ហី You		ត្រូវការ need (a noun)	អធិស្ឋាន to pray	ជាមួយក្រុមគ្រួសារ family	ម្ខយដង one time	នៅ(ន)ណា ? where?
បាន/ចាំ Yes	ចាត់ He/she		ចង់ want		ធម្មរួមបុណ្យធម្មិក baptism	ថ្ងៃអាទិត្យ Sunday	ដោយរបៀបណា ? how? (by which method)
អត់ទេ No					ប្រាប់ពិធី Heavenly Father	ជានិច្ច always	ដី ? what?
							ទេ ? yes/no?
							(មិន) (negative particle)

Activities

Personal

Speaking

- A. One thing that can sound awkward at first is saying ត្រូវការ with gerunds and other nouns that begin with ការ themselves. You may be tempted at first to say ត្រូវការលើកទីកចិត្ត. Practice using the correct combination by saying 10 sentences out loud that have ត្រូវការ in them, and then have a noun immediately afterwards that begins with ការ, such as ការតាំង or ការលើកទីកចិត្ត. Get used to how it sounds. Although you probably won't need to use this combination often, it helps to have practiced it beforehand, so that you can be confident when the situation eventually comes up.

For example: មិនឈ្មោះត្រូវការការលើកទីកចិត្តទីសមាជិកក្នុងរដយើង ។

Listening

- B. Cambodians often use the phrase មិនបាន. It is similar to the English phrase "that's not necessary." Write down all the times you hear it in one week. Be sure to write down the context of its usage as well. At the end of the week, summarize in your notebook everything you learned about when Cambodians use this phrase.



Reading

- C. Read the following verses that contain the word ការចំណាត់ថ្នូរ. Notice how ការចំណាត់ថ្នូរ is used more frequently than just ចំណាត់ថ្នូរ in the Book of Mormon. Why do you think it is phrased that way? Write down your thoughts in a notebook, and ask a native speaker what he or she thinks.

1. Alma 39:18
2. 2 Nephi 9:6, 48
3. 1 Nephi 19:21
4. 2 Nephi 2:11
5. 2 Nephi 26:12
6. Alma 48:14
7. Alma 32:12



Writing

- D. Translate the following sentences on a separate sheet of paper. Pay attention to whether ត្រូវតែនិតិ or ត្រូវការ should be used. Check your answers.

For example: I need to do the laundry today. ខ្ញុំត្រូវតែបានដោអារ៉ាជេះ។

1. We need to help her see why Jesus Christ is important to her.
2. What is it you need?
3. He is really good at identifying what our investigators' needs are.
4. We have to keep the commandments if we want blessings.
5. What do we need to do today?
6. We need the Savior in order to be clean from sin.
7. We need to follow the Savior in order to be clean from sin.
8. They need to go to the market because they need rice.
9. The bishop needs our help.
10. We need to have both faith and works.

- E. Practice using ចង់ and ចង់បាន as you translate the following sentences on a separate sheet of paper. Check your answers.

For example: I want good health. ខ្ញុំចង់បានសុខភាពល្អ។

1. I want you to tell me what happened.
2. I want to know what happened.
3. I want the information from what happened.
4. She wants to learn Cambodian quicker.
5. They wanted a copy of the Book of Mormon.
6. We want to be baptized.
7. Do you want a priesthood blessing?
8. President wants to speak with you.
9. We want to buy five dragon fruit, but we don't want the white ones.
10. How can we know which road God wants us to take?

Companion

Speaking

- F. Tell your companion 20 things that you want in your mission. These could be objects, goals, or things that you want to do. Use the words ចង់ and ចង់តាន in order to do so. Have your companion correct you if you misspeak, and then switch roles.

For example: ខ្ញុំចង់ធ្វើការដោយទស្សនកម្មជាបៀវងកល់ថ្មី ។

- G. Several words can be used at the end of a phrase to emphasize the necessity or urgency of that phrase. They are often used in official declarations or commands. These words include មិនខាន, ច្បាជានតែតាន, and ជាដាច់ខាត. With your companion, practice pairing these ending phrases with ត្រូវតែ. Try and come up with 10 sentences each.

Listening

- H. Listen for instances where people talk about needing somebody to do something. For instance, "I need you to help me move" would be ខ្ញុំត្រូវការអើលដើរដើរយុទ្ធឌីជី៖ । Keep a running list until you hear ត្រូវការ used like this five times.
- I. The word ត្រូវ can only be used to mean ត្រូវតែ, not ត្រូវការ. However, native speakers will sometimes mistakenly use ត្រូវ for ត្រូវការ. Listen for sentences where a native speaker will use ត្រូវ for ត្រូវការ. Write these sentences down in your workbook, and then discuss with your companion why the native speaker was wrong to use ត្រូវ in each instance you've recorded. Write down what you learn from this in your notebook.

Reading

- J. Read with your companion in 3 Nephi 28:37. How are ចាំបាច់ and ត្រូវ used in this verse? Discuss their usages with each other.
- K. Read the Ten Commandments in Mosiah 12:35–36 and Mosiah 13: 15–24. Why is មិនត្រូវ used here in place of shall? What meaning does មិនត្រូវ have here: "Shall not" or "Don't have to"? Discuss with your companion the use of មិនត្រូវ. Write down what you discussed with each other in your notebook, then go and ask a couple of native speakers about it. Write down what they tell you.

Writing

- L. Have your companion write in Cambodian a summary of the usage of ត្រូវុយ. You will write in Cambodian a description of the usage of ត្រូវតែ. After you have both finished, compare your summaries. How do you know which meaning ត្រូវ has when you hear it? Discuss with your companion.

Group

Speaking

- M. Pair up with another companionship in your group. Imagine that you are teaching a recent convert who is distraught because he just relapsed by drinking alcohol. Ask him what he thinks he should do to repent, and then after he answers, walk through the steps of repentance with him and what he should do in order to be clean again. Use ត្រូវតែ frequently as you practice teaching in this scenario (តិប្បី would work too, although it is less commonly used).
- N. Have a group discussion in Cambodian about what missionaries must do and what missionaries must have in order to be worthy of the Spirit. Have each missionary use the verbs ត្រូវការ and ត្រូវ(តែ) as they express their thoughts. Other words such as ចាំបាច់, ត្រូវតែ, and ចង់ could also be easily incorporated.

Basic and Honorific Word Forms

Examples

Could you repeat that **please?**

សូមនិយាយអ្នងទៀតបានទេ ?

May I share an experience?

ខ្ញុំសូមចែកចាយបទពិសោធន៍មួយបានទេ ?

When Christ **died**, His body separated from His spirit.

ពេលព្រះគ្រឿងសុគត្តិបាយរបស់គ្រឿងបានបែកចេញ
ពីរូបរាបស់គ្រឿង ។

God **commands** the prophets to teach truth.

ព្រះគ្រឿងបញ្ចាស់ព្យាករឹទាំងឡាយបង្រៀនពីសេចក្តីពីត ។

Let's read a scripture about repentance.

ចូរយើងអានខត្តអំពីការស្របច្ចូន ។

Explanation

Context and language cannot be considered separately. Any given situation will demand the appropriate language to accompany it. Imagine the different English words and phrases you might hear in a grocery store, in a sports game, in a classroom, in a prayer, in a museum, in a home, between close friends, between siblings, between parents and children, between a worker and boss, or between an ambassador and a king, to name only a few. While many of these contexts share vocabulary, it is also true that some words, phrases, tones, and formalities are only used in certain situations. The improper use of language in a given situation is the quickest way to offend others, annoy others, or distance others from you. Strive to understand Cambodian etiquette and culture.

The ideas in this section, while not comprehensive, will help you to begin identifying core sets of vocabulary that you will use in different situations throughout your mission. If you find yourself in a new situation and are unsure what social norm is expected, it is best to observe and learn first; when in doubt, always err on the side of respect and formality. While it is possible to be overly flowery and sarcastically respectful, the majority of the time a sincere effort, even if overly respectful, will be met with appreciation.

Degrees of Respect in Action, Nouns, and Verbs

This sub-section introduces some general guidelines to show politeness in Cambodian. This sub-section will also introduce the concept of inherent respect that is carried in the words you use every day.

Inherent Respect in Nouns and Verbs

Specific word choice affects the tone and respect with which you speak. For example, the words *ask*, *inquire*, *quiz*, *request*, *demand*, *interrogate*, and *cross-examine* all have the same general meaning. However, reading through the sentences below shows that these words are not completely interchangeable.

The student **asked** the professor about the lecture.

The student **inquired** of the professor about the lecture.

The student **quizzed** the professor about the lecture.

The student **interrogated** the professor about the lecture.

The student **cross-examined** the professor about the lecture

The student **requested** the lecture notes from the professor.

The student **demanded** the lecture notes from the professor.

Some of the words fit well in the situation above while others don't really make sense, and yet others sound offensive or inappropriate. In a similar way, many Cambodian nouns and verbs share similar meanings but vary in tone and respect. In Cambodian the most respectful form of a verb or noun is typically used for royalty and deity. The least respectful terms are used for objects, animals, or inferiors.

19a

Examples				
Less respectful/ Lower form/ Inferiors		Respectful/ General form/Equals		More respectful/ Higher form/ Superiors
សិរី to eat	ឆ្លាំង to eat	បាប to eat	ពិសា to eat	សោយ to eat (deity/royalty)
តែង to sleep (children)	ដេក to sleep	សម្រាក to sleep/rest	សម្រាន់ to sleep	ព្យិច to sleep (deity/royalty)
វា he (pejorative)	គេ he (indefinite)	គាត់ he (polite)	លោក he (to leaders/ superiors)	ព្យិជ័ៃ he (deity/royalty)
ថា to say (informal)	និយាយ to say (common)	--	មានប្រសាសន៍ to say (respectful)	មាន(ព្រះ)បន្ទូល to say (deity/royalty)
ខ្លួនខ្លួន I (pronoun)	ខ្លួន(ព្រះ)បង់ I (pronoun)	ខ្លួន/នាងខ្លួន I (pronoun)	ខ្លួនបរិណា: / ខ្លួនអនិច្ចកម្ម to die	យើង I (pronoun)
ជាប់ to die	ស្ថាប់ to die		ខ្លួនបរិណា: / ខ្លួនអនិច្ចកម្ម to die	សុគិតា to die (deity/royalty)
--	កេភក្នុង to birth	សម្រាលក្នុង to birth	ឆ្លងទេស to birth	ប្រសុត to birth (deity/royalty)

Note: For the personal pronoun I, the examples above show how you might refer to yourself across the spectrum of being a servant all the way to being a God. Therefore, ខ្លួនខ្លួន would be an incredibly humble way to refer to yourself (as God's servant) to God while God would refer to Himself as យើង when speaking back to us. You will also find that some of the words above are used more frequently than others. Before using a higher or lower register word to show appropriate respect, ask yourself if you have ever heard it used. If you haven't, check with a fluent speaker and have them advise you in the use of that specific word.

The previous examples are unique in that there are five or more words that share the same meaning in a hierarchy of respect and formality. There are many more words that are commonly split into only two or three levels. In these cases, the highest form is almost exclusively for deity, royalty, or clergy (monks). The other forms are used by the "common people" to interact and speak from day to day.

19b

When a verb or noun does not have a "most respectful" form, a prefix can be used to elevate the respect and honor of that word. ព្រះ is used for nouns relating to deity, royalty, and clergy. ព្យិជ័ៃ precedes most royal verbs, while យើង is used for verbs of motion relating to deity and royalty. លោក and អ្នក are prefixes that are sometimes used to show respect when addressing those of higher social status than yourself.

Word	Common	Royal
hand/arm	ដៃ	(ព្រះ)ហាស្សី
foot/leg	ជីង	(ព្រះ)ពាណិជ្ជ
son	តួនប្រុស	(ព្រះ)កដុប្រាបា
to go	ទៅ	យាងទៅ
to come	មក	យាងមក
uncle	ឱ្យ (familiar) / លោកពួរ (respectful)	--
aunt	មឹង (familiar) / អ្នកមឹង (respectful)	--

Examples

ឱ្យព្រះរែបិតាស្តី ជាទីស្រលាក្យរបស់ពួរកទូលបង្វីឡើយ ...
Our dear Heavenly Father ...

រួចហើយគាត់មា គាត់នឹងមិនព្រមធ្លាបយើងទេ តាមើយ ។
Then he said he won't meet us anymore.

ព្រះមានព្រះបន្ទូលមា នេះជាប្រព័ន្ធកដុប្រាបីស្អួនភ្នាហបស់យើង ។
"He said, This is my Beloved Son."

លោកពួរកំពុងសម្រាកតុល្យ ។
He (uncle) is resting right now.

ឱ្យពួរខ្សោយបានទូលអនិច្ឆ័កម្ពុពីមួយឯលមិញ ។
My father passed away yesterday.

ព្រះត្រីស្សិតានសុតតសម្រាប់យើង ។
Christ died for us.

គោរបស់ពួរសានងាប់ហើយ ។
Pu San's cow died.

លោកគារអើយ មកពិសាតាយ ។
Grandpa, come eat rice.

អើលខេរ ហូបាតាយ !
Elder, come eat rice!

តួនអើយ មកសុបាតាយ ។
Hey kids, come eat rice.

Note: In addition to words that indicate a specific social register, there are also groups of words that are only used in specific settings. For example, there are some words only used in poetry and lyrics. There are other words only used within our church that may be unfamiliar to nonmembers in the context you use them. One example is the word "to pray," អធិស្សាន, which means to "to make a wish" in non-religious settings. Your careful word choice in any circumstance will set you apart as an excellent speaker of Cambodian and as a representative of Jesus Christ.

The Use of Commands

The use of commands (imperatives) are formed by using a series of complementary particles that indicate the imperative tone of a command. Familiarize yourself with the command particles introduced below.

Command Word/Particle	Use	Meaning
ចូរ...ចុះ	ចូរ + verb phrase + ចុះ	command particles (formal)
ទៅ/មក	verb phrase + ទៅ/មក	go/come (generic command)
មើល	verb phrase + មើល	look (informal command)
កំ	កំ + verb phrase	don't

Note: The verbs បញ្ជាប់ or បង្ហាប់ (to command) can be used in a sentence to describe an imperative. The use of this verb follows the general rules for verbs that have already been established in this book.

Examples

ចូរទួលព្រះវិញ្ញាណបិសុទ្ធតុះ។
"Receive the Holy Ghost."

ទៅចុះ
Go ahead

ស្សាប់គាំងមើល។
Listen to her.

កំត្រួចពេកក្រោមកំពីរបស់អ្នក។
Don't forget to wear your new tie.

និយាយទៅ។
Speak.

Making a Request

There are three different terms used to make a request in Cambodian: សូម សុំ and ឲ្យ. ឲ្យកដ្ឋន ណាត់ describes សូម and សុំ as being identical in meaning but differing in social use. Mainly សុំ should be used as a polite way for a superior to request something of an inferior and សូម should be used by an inferior making a request of a superior. While this lexical delineation may have been true at the time, modern Cambodian has drifted into a different use of these words. The sections below align with how you will hear these words used in everyday speech. Pay careful attention as Cambodian requests differ in grammatical structure from English requests.

Personal Action Request

The word សូម is used when making a request to do something. It can be used in a couple of different ways. សូម is often used at the very beginning of a verb phrase to add politeness to the verb phrase. You will hear this often when people greet you, or you are at church, or in memos and announcements. សូម is also used as a way to ask permission to do something, similar to the phrase "may I . . ." in English.

19e

Subject + សូម + verb phrase + (បានទេ)

Subject	សូម	Verb	Object	បានទេ
ខ្លួន - /	សូម request	ទៅ to go to	បន្ទប់ទីក the bathroom	បានទេ ? possible?
ខ្លួន - /	សូម request	ចិត្ត to enter	ផ្ទះបង់ your home	បានទេ ? possible?
ខ្លួន - /	សូម request	អញ្ចីញបងទៅ to invite you to go to	ព្រះវិហារ church	បានទេ ? possible?

19f

សូម + verb phrase

សូមជីវិតសូរ hello (polite)
សូមធ្វើម្យាយ excuse me, can I get through (polite)
សូមដឹងជីវិតទៅ ... We would like to announce . . . (polite)

Causative Requests (ឲ្យ) for Action of Others

Regardless of circumstance, whenever you are requesting someone else to do something, or wanting someone else to do something, the causative word ឲ្យ must be used.

19f

Someone + សូម ឲ្យ + someone else + verb phrase + (បានទេ)

Examples

Subject	សូម	ឲ្យ	Direct Object	Verb	Indirect	(បានទេ)
ខ្លួន - /	សូម request	ឲ្យ cause	បងទាំងពីរ both of you	ទៅ go	ព្រះវិហារ to church	(បានទេ) possible?
ពួកខ្ញុំ We	សូម request	ឲ្យ cause	លោកឲ្យ you (uncle)	អាន to read	ខន់៖ this verse	(បានទេ) possible?
ខ្លួន - /	សូម request	ឲ្យ cause	គ្មាយ you (nephew)	រៀទៅ run to	ផ្សារ the market	(បានទេ) possible?

Requesting a Noun

The word សិក្សា is used when requesting a noun.

Name/Pronoun + សិក្សា + noun + បានទេ

Subject	សិក្សា	Indirect	(បានទេ)
/	សិក្សា request	សោរកោតោះ request	(បានទេ) possible?
/	សិក្សា request	ដំនឹង request	(បានទេ) possible?
/	សិក្សា request	ក្រកាត់កោតោះ request	(បានទេ) possible?

Note: Be careful not to confuse សិក្សា or សិក្សម (to request) with សិក្សូ (to ask). English uses ask to mean “ask a question” and “ask for a favor” (to make a request). Cambodian distinctly uses សិក្សូ to mean to “ask a question” and សិក្សា or សិក្សម to mean “make a request.”

Remember

- Nouns and verbs may have many words that share one meaning, the only difference being how much respect is inherent in each word.
- Imperatives can occur before or after a verb phrase to show necessity or commands.
- When making requests, be polite using the appropriate form of the request verb សិក្សា សិក្សម and ទូរ.

Pattern Practice

	សិក្សា /	សិក្សមទូរ request (someone else)	បង you (older)	គាន to read	ខត្តអីវេនេះ this verse	បានទេ ? can yes/no?
បាន Can	តើយើង	សិក្សមទូរ request (someone else)	បងប្រស older brother	អធិស្សាន to pray	ជាមួយគ្រឿងគ្រឿង with family	
អត់បាន Cannot	ពួកខ្ញុំ	សិក្សមទូរ (request+person+verb)	បងប្រី older sister	អរគើល to invite	មិត្តភកិចិបងប្រីមួងឡៀត friend (of) older sister again	
	/	សិក្សម (request+verb)		ចែកចាយ to share	ផ្សេងមួយពីរិត្តរបស់ខ្លួន a story from my life	
	/	សិក្សម (request+verb)		ច្រោង to sing	បទចំផ្សេងមួយ a song	
	/	សិក្សា (request+noun)			លេខទូរសព្ទប៊ូលេកកញ្ច younger uncle's phone number	
					ប្រាក្សាតីប្រាក្សាត់តាមរយៈការអធិស្សាន wisdom from God through prayer	

Activities

Personal



Speaking

- A. The word សូម literally means to request, but when used by itself it can mean something similar to the word “please” in English. It makes personal requests more polite, rather than just saying បានទេ or បានអត់ at the end of a request. Try and think of 20 requests that you might make today as you are out proselytizing. Practice saying them out loud till it feels natural and comfortable to you.

For example: សូមបើកដីរម្យយៈ។



Reading

- B. Read the verses listed below. Notice which words are used for God’s actions and possessions. Write down these words used to talk about God and then next to them, write down what word you would use in a normal conversation that would have the same meaning.

1. 1 Nephi 1:6
2. 1 Nephi 2:7 (chapter heading as well)
3. John 11:35
4. Luke 24:42, 43
5. Doctrine and Covenants 110:3
6. Psalms 29:4

- C. Read the following verses in the Book of Mormon. Notice the difference between the language used in each of these passages. All of them employ different words because different social registers are involved in each one of these passages. Write down in your notebook any words that you are unfamiliar with.

1. 1 Nephi 3:13
2. Alma 12:17
3. 2 Nephi 28:7
4. Alma 22:1-22
5. Alma 36:1-3
6. Matthew 26:45-49
7. Abraham 4:18-22

- D. Read the following paragraphs written by ជុន ណាតិ that describe the difference between the words សូម and សូម. Afterwards, write a summary of the difference between the two words in your notebook. If you are still unsure how they are different, ask two or three native speakers to explain what they believe the difference is between these two words.

សូម - សម្រាប់អ្នកដឹងឃើញពីរក្សាកត្ថុចដោយការអនុប្បាគភ្លោះសម ។ ជាទាមរណ៍៖ អញ្ចប់ឡើងដោះស្រាយបញ្ហានេះ; កដការសូមឱ្យអស់បណ្តាញយកចិត្តទុកដាក់ខិតខ្សែប្រើប្រាស់ឡើង។

សូម - បញ្ចប់ចាបុសអ្នកអាការ៖ ចង់ឡើងគេឡើងដើម្បីដែលខ្លួនចង់បាន ។ ។ ពាក្យសម្រាប់ប្រើបារិនូយៈ តាមពាក្យកំបាន ដោយសេចក្តីអនុវត្តប្រជាមួយសេចក្តីត្រូវភេសម ។ ជាទាមរណ៍៖ សូមទាន សូមប្រាក់ សូមទៅ សូមប្រាក់ទាន; សូមទ្រូងៗ; សូមច្រើងៗ; សូមប្រាប់ៗ; សូមលោកៗ; សូមអ្នកៗ; សូមឱ្យកៗ; សូមកំៗ; សូមចូរៗ



Writing

- E. Practice using the prohibitive particle ពិនា by writing the following sentences in Cambodian on a separate sheet of paper. Not all of the sentences below will use the word ពិនា. Check your answers with the answer key.
1. Don't sit there!
 2. Don't be discouraged.
 3. Don't go yet!
 4. We don't want you to lose the blessings of the priesthood in your life.
 5. Don't let yourself fall into temptation.
 6. Please don't smoke cigarettes anymore!
 7. Wait, not yet!
 8. The prophets have repeatedly told us: don't ignore promptings from the Spirit.
 9. We need to clean this kitchen, so as to not let germs spread.
 10. Whatever happens to you, don't give up your faith.
- F. Translate the following sentences. Pay attention to whether each request is personal or directed at someone else. Check your answers with the answer key.
1. Could you say the closing prayer?
 2. The bishopric asked me to speak about forgiveness.
 3. Could I call you back?
 4. Could we meet with you tonight, around 7:00?
 5. Would you read this verse?
 6. President asked us to prepare some training about the best ways to ask referrals from members.
 7. Would you tell her we say hi?
 8. Could I borrow your dictionary for a second?
 9. In order to give the blessing, we will put our hands on your head. Is that alright?
 10. Could I try it on first, before I buy it?
- G. Write down as many command particles as you can think of (ចូរ...ចុះ ទៅ មក ចុះ ដើរ etc.). Then write down next to each word you've written down, what its usage is. How is it different from other command particles? When is it used and in what contexts? What connotation does it give? Try and answer all of these questions as best as you can. Afterwards, ask a native about the meaning and usage of the words that you weren't as familiar with.

Companion



Speaking

- H. Practice requesting another person to do something by using the word ចូរ. Come up with ten requests to say to your companion that utilize the ស្រួលចូរ...បានទេ combination. Then switch and have your companion practice making 10 requests to you.

For example: ខ្ញុំស្រួលចូរអីអងិត្តានបានទេ ?

- I. Practice using commands with your companion by playing "Simon Says." One of you will be Simon and will use various forms of commands to tell the other person to perform certain actions and movements. Try and come up with at least 10 commands. Then switch. Afterwards, discuss with each other which command particles, if any, would most likely be used by a missionary. Answer each other's questions about the different words' usages that came up as you did this activity.
- J. When you pray, you do not use the same words as you would in regular speech. This is true in both English and Cambodian. In English we use formal religious pronouns such as thou, thee, thy, and thine when we refer to God. We also conjugate our verbs differently for God in order to speak as respectfully as possible ("doest," "wilt Thou," "wantest," etc.). Cambodian is similar. Different words are used when we pray than when we speak with our peers. For instance, the personal pronouns តុល and ទូលបាន are used when praying in Cambodian, instead of just ខ្ញុំ or យើង. Many words will be preceded by the prefix ព្រះ or by words such as យើង or ប្រើដែរ. Regular words are swapped out for godly words (ព្រះបាន instead of ដី or មានព្រះបន្ទូល instead of និយាយ). When referencing our own actions towards God, we also use different words (ទូល instead of និយាយ or ប្រាប់ for instance, or ចូល instead of ឱ្យ). Practice teaching your companion for five minutes about the way we should speak when we pray, as if they were a new investigator.



Listening

- K. With your companion, ask five different native speakers about the proper way to សំព័ៃ. Ask them to walk you through the different levels of respect for ការសំព័ៃ and which level would be appropriate to greet them with. Pay attention to the words they use to describe being respectful and write down what you learn about ការសំព័ៃ in your notebook. (See the appendix for more information.)
- L. Cambodians frequently use ធម្មោះ at the end of requests, such as ស្វែមជួលឲ្យខ្ញុំធម្មោះ. Listen for a native speaker to use ធម្មោះ in this manner. Then ask him or her, or another native speaker, to try and explain to you why they used ធម្មោះ in that sentence. Did it change the meaning at all? Write down what you learn in your notebook. If you can't get a good answer out of the person, then write down why you think they used the word. Listen for this use of ធម្មោះ more, and see if your conclusion holds true.



Writing

- M. With your companion, translate the following sentences that use the word "ask" onto a separate sheet of paper. Be aware of whether each sentence should use សិរីម សំ or សិរី. Check your answers.
 1. I asked the guard to fill the font.
 2. Cambodians often ask about lighting incense.
 3. "... ask God, the Eternal Father, in the name of Christ if the book is true."
 4. Jesus Christ did everything God asked Him to do.
 5. Christ asked Heavenly Father if there were any other way.
 6. We need to ask him clearly, so that he understands the question.
 7. បងគិតឱ្យ asked her husband for a priesthood blessing.
 8. Bishop asked me to speak on member missionary work.
 9. Ask her how much a kilo of pork is.
 10. "Ask and ye shall receive . . ."

- N. In Cambodian, there will often be many words for just one English word, due to the social registers inherent in the Cambodian language. For just one meaning, each social level may use an independent word, all of which express the exact same thing.

For example: "Respectful words preceding verbs of motion"

- អារ៉ែង (used before verbs of motion for older/superior/respected individuals)
- និមន្ត (used before verbs of motion for monks)
- បាំង (used before verbs of motion for royalty/deity)

Notice how there are multiple words for the same meaning because each word is used in a different social register. With your companion, brainstorm as many Cambodian words as you can think of (that are appropriate) for the following definitions. Discuss with your companion what context and social level each word is used in. Write down these contexts and situations next to each word.

1. To eat
2. To speak
3. To sleep/rest

Group

Speaking

- O. With your group, read the red box in the Cambodian *Preach My Gospel*, entitled ការអរគ្រោះ ដើម្បីទទួលបុណ្យជំនួយ. Afterwards, practice extending the baptismal covenant to others by using the grammar concept "យេស៊ូវេស...ដែរប្រឡេ?" Partner with another companionship. One companionship will be the missionaries and one missionary from the other companionship will be an investigator. The missionaries will teach and testify for one minute about the doctrine of baptism and the importance of receiving baptism by proper authority. Then they will extend the baptismal commitment according to the steps outlined in the red box that you read with your group. Afterwards, evaluate how you did, and then switch roles with the other companionship.
- P. 19b. Pair up with another companionship in your group. In five minutes, teach about Christ's Atonement using words such as បាំង and ត្រូវឱ្យ to precede Heavenly Father's or Jesus Christ's actions. Have the other companionship evaluate how you did afterwards and then switch and give them a chance to practice using the words បាំង and ត្រូវឱ្យ.
- Q. Imagine that your investigator និមន្ត has just found out that her mother passed away. Pair up with another companionship and have one person pretend to be និមន្ត. Practice expressing sympathy in Cambodian. Consider sharing something about the plan of salvation, or about families. Be sure not to use the phrase "sorry" (សូមទៅសិរី), as "sorry" is only used to admit something was your fault in Cambodian, not as a sympathetic phrase. After you have talked with និមន្ត for a couple of minutes, have the other companionship evaluate your grammar usage as you taught and sympathized with និមន្ត. Then switch.



Listening

- R. Using សូមទៅ...បានទេ is not the politest way to request someone to do something. While it is certainly appropriate in many circumstances, it can be condescending when speaking with older people, or people who deserve a lot of respect. When trying to make polite requests of other people, try សូមអរគ្រោះ with no បានទេ at the end. For example, consider the following two requests: ខ្ញុំសូមទៅលោកបាយថែកចាយសក្ឍីភាពអំពីដំឡើយផ្ទៃនបានទេ? vs. ខ្ញុំសូមអរគ្រោះលោកបាយថែកចាយសក្ឍីភាពអំពីដំឡើយផ្ទៃន។ The second example given is usually seen to be a politer way of making a request. Invite a native speaker to come talk to your group about what they view is the best way to make requests of other people. Write down what you learn in your notebook. (Note: for personal requests, using សូម...បានទេ is perfectly fine, because you are asking permission for yourself, not condescendingly asking if somebody else can do something.)

- S. 19a-c. Discuss as a group what the proper language of a priesthood blessing is in Cambodian. Discuss which pronouns and verbs ought to be used in those circumstances. Think about what would be most appropriate, given that one giving a priesthood blessing is speaking for God. This activity is important for elders and sisters alike, as both need to know correct wording, so that all missionaries can support and help out priesthood holders and leaders in their areas. Consider reading the instructions for ordinations in the Cambodian Missionary Handbook with each other. Afterward have everyone go out and talk to a priesthood leader in their ward about what words they believe to be best when giving a blessing. Follow-up with everyone at a later time about what their priesthood leaders said about proper wording in a priesthood blessing. Write down everything that you learn in your notebook.

Ability

Examples

We **cannot** independently return to God.

យើងមិនអាចទូចប់ទៅជ្រើសនឹងព្រះដោយសមត្ថភាពខ្លួន ឯងចាន់ទេ ។

Without the Atonement of Jesus Christ we **cannot** be forgiven.

បើត្រានដង្វាយចូលរបស់ព្រះយេស៊ីវគ្រឿស្សទេ យើងមិនអាចទូចូលបាននូវការអភិយោជន៍ឡើយ ។

How did repentance affect Alma's **ability** to serve?

តើការប្រចិត្តមានឥឡូណាលេសមត្ថភាពនៃការបង្រៀបស់អាលម្ពយោងដូចមេខ្លះ ?

Maybe you **could** start by praying before you read.

ប្រហែលជាអ្នកអាចចាប់ផ្តើមដោយការអធិស្ឋានមុនពេលអ្នកអាណ ។

We know you **can** do it.

យើងដឹងថាអ្នកអាចធ្វើវាទា ។

Explanation

Expressing ability to do something is an important part of missionary work. You will find yourself using words like *can*, *can't*, *able to*, *capacity*, *ability*, and *more* as you help people to change and come closer to Christ. This section will help you to learn the various words and grammar forms necessary to accomplish this

Able To

This sub-section looks specifically at words that express “able to” in various ways.

Can (អាច...បាន)

The complementary word pair **អាច...បាន** is used to express the word “can” (able to) in Cambodian. Like most complementary word pairs, you will be the most clear and respectful when using both complements. However, either of the complements may be dropped in more casual or intimate settings. Cambodians particularly like to use **បាន**, sometimes even replacing **អាច** earlier in the sentence with **បាន**, especially when negating the “able to” verb. For example, you will often hear Cambodians say **ខ្ញុំអត់បានទៅ**, instead of **ខ្ញុំមិនអាចទៅ**.

Subject + **អាច** + verb phrase + **បាន** (most respectful form)

Subject + verb phrase + **បាន** (less formal)

Subject + **អាច** + verb phrase (less formal)

Examples

យើងទាំងអស់អាចមានសន្តិភាពតាមរយៈដង្វាយចូលនៃព្រះយេស៊ីវគ្រឿស្ស ។
We all can feel peace through the Atonement of Jesus Christ.

បងមិនអាចទូចូលចេញឲ្យទាល់តែបងអានហើយអធិស្ឋាន ។
You can't receive an answer until you read and pray.

តាត់ចេះនិយាយហើយអានភាសាខ្មែរបាន ។
She can speak and read Cambodian.

ខ្ញុំមិនអាចទៅព្រះវិហារនៅថ្ងៃអាទិត្យនេះបានទេ ។
I can't go to church on Sunday.

បងអាចធ្វើវាទា ។
You can do it.

Other Words Expressing Ability

- 20g There are many other words used to express an ability for someone to do something or for something to happen.

Word	Use	Meaning
សមត្ថភាព	noun	capability, ability, qualification; the right or sufficient strength to achieve something
លទ្ធផាត	noun	the state of having the power to receive, acquire, or obtain; results/ decisions; financial or temporal means
ເກືດ	(adj/adv) (verb + ເກືດ)	to be possible; to be able to; to succeed (same use as ດາວ)
(ເຫຼົ່ງ)ຢູ່	noun phrase + ເຫຼົ່ງຢູ່	indicates the possibility of completing an action; to be able to

Examples

ព្រះអម្ចាស់គ្រង់ផ្តល់សមត្ថភាពមកយើងដើម្បីយើងមានជោគជ័យ ។
The Lord enables us to succeed.

គាត់អាត់មានលទ្ធផាតរកសុចិត្តឱ្យមគ្រសារគាត់ ។
He isn't able to support his family.

អ្នកបាបង្ហែនមិនអាចបង្ហែនទេរួចបានបន្ថែម ។
You won't be able to teach without the Spirit.

ផ្លូវនេះជីវាកាត់អត្ថយុច ។
This road is impassable.

ពេលជីវិក តើអ្នកមានសមត្ថភាពជីវិកណ៍ដើម្បីរួចរាល់អ្នកដើរបូទេ ?
When riding your bike, can you keep up with your companion?

ខ្ញុំមានតែលទ្ធផាតបង្កើតដែលខ្លួនខ្លះប៉ុណ្ណោះ ។
I can only afford (have the ability) to pay my rent.

ខ្ញុំមិនហើយអត់ເກືດ ។
I can't speak.

Possibly and Maybe

Sometimes you may not know whether something is possible or able to happen. In these circumstances, you can express the possibility of something using the word ប្រាំហែល(ដោ), meaning “maybe.”

20c

Subject + ប្រាំហែល(ដោ) + verb phrase . . .

Examples

តាត់ប្រាំហែលជាមកដូយយើងថ្វេនេះ ។
He is possibly going to help us today.

ប្រាំហែលជាយើងត្រូវអធិស្សានសុមារណ៍នៅទំនាក់ ។
Maybe we need to pray for guidance.

ប្រាំហែលជាតាត់បានក្លែច ។
It's possible that he forgot.

ប្រាំហែលជាក្លែងករំងគ្គកតាត់ ។
Perhaps the rain is keeping them.

ផ្ទៃខ្ញុំប្រាំហែលនឹងត្រូវលិចឡើងយប់នេះ ។
Our house might flood tonight.

Remember

- The complementary word pair អាច . . . បាន is used to express the word “can” (able to) in Cambodian.
- Other verbs and adjectives can also be used to express ability or possibility.
- ប្រាំហែល(ដោ), meaning “maybe,” is used to express uncertainty about an action, ability, or event.

Pattern Practice

	បងប្បស/បងស្រី older brother/older sister	អាច can	រស់នៅ to live	ក្នុងគុមាមនរបស់ព្រះរោចាសូរគិត in Heavenly Father's presence	បាន can
តើ	ឪធម៌ខ្លួន/ស្រីស៊ីវី question word Elders/Sisters		ឈ្មោះនក to find	ជាមួយក្រុមត្រូវសាររបស់បងប្បស with older brother's family	ទេ ? yes/no?
បាន	លោកត្រូវ/អ្នកត្រូវ Can Teacher (M/F)	(មិន/អត់) (negative particle)	អូតិតិ to be freed from	(ដោយ) សេចក្តីសុខសាន្ត (with/by means of) peace	(ទេ) (negative particle)
អត់បាន			ឱ្យស (ពី) learn (from)	សុភកម្មជូលក្នុងដីវិតនេះ happiness in this life	យើងមែនដីនៅ ? how?

Activities

Personal



Listening

- A. Listen in church for all of the examples of when អាជីវ is used on its own and when ចាន់ is used on its own. Make a chart in your language notebook with three columns, and label them "Both," "Just អាជីវ," and "Just ចាន់." Then write down all the examples that you hear in church. Notice which sentences and phrases tended to fall under which column.
- B. Cambodians use many words when talking about the ability to do something. One of those is តើតិត. This is often used exactly where ចាន់ would be used at the end of a phrase. Listen for native speakers to use this phrase. Listen for the context and try to determine if it is exactly the same as ចាន់ or if its meaning is slightly different. If you are unsure, ask a native speaker what they think about this use of the word តើតិត.



Reading

- C. Read 2 Nephi 27:17–18 and Joseph Smith–History 1:64–65. Look for the example of មិនអាជីវ ... ចាន់ទេ in these verses.
- D. Read Alma 42:21. How is the word តើតិត used in this scripture? In your notebook, write down what you think about the usage of តើតិត in this verse.
- E. Study "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. In preparation for a first appointment with a new investigator, think about questions or phrases you might say to help you gain trust and set their expectations. Memorize bullet points 5, 6, and 7 from this section. Use them the next time you teach a new investigator.



Writing

- F. Practice using the អាជីវ ... ចាន់ combination as you translate the following sentences on a separate sheet of paper. Check your answers in the back.

For example: We can go teach ជីសុផល's husband right now. យើងអាជីវទៅបង្កើនជីសុផលទៅចាន់។

1. I can do 50 push-ups.
 2. All people on this earth can enter the temple, if they are prepared and worthy.
 3. Can you take this to ពួកគោលណា?
 4. I can teach a full lesson in Cambodian because of the gift of tongues.
 5. You can bear your testimony at the end.
 6. That's okay, you all can come and visit my husband anytime.
 7. On your mission, you will be able to see the hand of the Lord.
 8. He can tie a tie by himself.
 9. We can only hope that one day his heart will be softened.
 10. We can help you lift those boxes into your cart.
- G. Translate the same sentences as Activity F, except this time negate all of the sentences by adding មិន ... ទេ to អាជីវ ... ចាន់. Check your answers in the back.

For example: We can (not) go teach ជីសុផល's husband right now. យើងមិនអាជីវទៅបង្កើនជីសុផលទៅចាន់ទេ។

- H. Translate these sentences from English to Cambodian. Use verbs of ability as you translate them. Check your answers in the answer key.
1. Can you pray?
 2. Can you speak a little slower, please?
 3. Can we come back and teach you again?
 4. Can you play the piano?
 5. Is Christ able to take away our sins?
 6. I can't find the church.
 7. Can we pick up មកវិនិ on our way to our next lesson?
 8. Can you read Cambodian?
 9. I'm so full, I can't take another bite.
 10. Can you set the table?

Companion



Speaking

- I. Imagine that you are teaching a man a lesson about the law of chastity, a commandment that he has been struggling with recently. Talk to him how he can overcome this vice and be clean. Explain to him the steps that he must take in order to overcome this sin. Practice eliminating អាជី while speaking about ability. Use only ពាន. Your companion will play the man first. Then switch after five minutes of practicing teaching. Note: in Cambodian, if ពាន is used on its own to talk about ability, the statement will usually be positive.
- J. Imagine that you are teaching a woman a lesson about the Word of Wisdom. She tells you that she doesn't think that she can follow it because every time she is tempted, she gives in immediately. Explain what things we cannot allow ourselves to do and what situations we cannot allow ourselves to be in if we wish to remain safe from temptation's power. Practice eliminating ពាន while speaking about ability. Use only អាជី. Your companion will play the woman first. Then switch after five minutes of practicing teaching. Note: in Cambodian, if អាជី is used on its own to talk about ability, the statement will usually be negative.



Listening

- K. Occasionally, native speakers will switch the order of the word ពាន while talking about ability. Typically, if used in coordination with អាជី, ពាន will be at the end of the sentence or phrase. However, sometimes when ពាន is used by itself in a negative phrase, ពាន will come at the beginning of the phrase or sentence which it is used in. For example: ត្រូវមេទាបដើរលើខ្លួនខ្លួន គឺអាចតាមតាមប្រព័ន្ធឌីជាតិ ត្រូវបាន 1 Listen for this usage of ពាន in everyday conversation. Write down in your notebook five instances where you hear ពាន used this way, and then practice using it on your own as well as when you speak with natives.



Reading

- L. Look over the former investigator records in your area book and choose two individuals. Read their records, and see which commitments they kept and which they did not keep. Discuss as a companionship why they may not have kept these commitments. Practice extending these commitments or others that you feel they need at this time, and make sure to focus on what you would say to help them overcome their concerns. If possible, try to contact these individuals and teach them, focusing on the commitments that you have practiced.

Group



Speaking

- M. Share about your talents with your district using អាជីវិត . . . ច្បាស់. You may even want to demonstrate your talent in front of your district. Listen as the members of your district share one thing they consider to be a talent, and write it in your language notebook.
- N. អ៊ីម៉ែវិស៊ី invited you and your companion over for Family Home Evening and to eat dinner with them. អ៊ីម៉ែវិស៊ី and his wife love making food for the missionaries and love inviting the missionaries to try new foods that they have never had before. He begins to offer you food that you have been told by your mission president is unsafe to eat. Have one missionary take the role of អ៊ីម៉ែវិស៊ី and the other be the missionary. Practice responding to requests like this by politely explaining what missionaries can and cannot eat. After you are finished, switch roles and do it again.



Listening

- O. Some investigators you will teach may not know how to read, especially in more rural areas. This can be a sensitive issue that you will need to know about and work with. As a district, discuss ways that you would help someone who is unable to read gain a testimony of the Book of Mormon. Think of appropriate activities and commitments you could leave them. Using អាជីវិត and ច្បាស់, practice a scenario where you are teaching a Cambodian person that cannot read. Begin by asking whether or not they are able to read Cambodian. Practice asking them in a way that won't make them feel embarrassed. Then share a short lesson and leave them with a commitment that they could do to increase their faith in Christ and gain a testimony of the Book of Mormon, even though they cannot read.

For: សម្រាប់ ដើម្បី ចំពោះ នោយ ជំនួស អត់

Examples

We know it must be difficult **for** you.

In the temple, members perform ordinances **for** those who have died.

When we fast, we should pray **for** specific purposes.

We can be married **for** time and eternity.

Heavenly Father has prepared a plan **for** us.

យើងដឹងថាការលំបាកចំពោះអ្នក ។

នៅក្នុងប្រាសិទ្ធផលបានស្ថាប់ ។

ពេលយើងធានាបារ យើងគូរតែអធិស្ឋានសម្រាប់គោលបំណងដាក់លាក់ ។

យើងអាចរៀបរាប់ពិពាហ៍សម្រាប់ដីវិតនេះ និងភាពអស់កញ្ញាណិច្ច ។

ព្រះរីតាសិទ្ធបានរៀបចំផែនការណ៍ ។

Explanation

For is a preposition and a conjunction that is used in a variety of circumstances to mean many different things. As a result, there are many different Cambodian words that translate to for depending on the circumstance. This section covers the meanings and uses of each of the six most common words for for.

សម្រាប់ (generic)

- 21a សម្រាប់ indicates something is dedicated to, has a purpose towards, or generically it means for something. សម្រាប់ is used as a conjunction and a preposition to connect one idea or group of ideas to another.

Examples

ខ្ញុំត្រូវតែរៀបចំសម្រាប់មេរោននោះ ។
I need to prepare for that lesson.

សៀវភៅនេះគឺសម្រាប់និរណៈ ។
That book is for revelation.

កញ្ចប់នេះគឺសម្រាប់ផែលខើរស ។
That package is for Elder Ross.

ខ្ញុំបានទិញបាយនាសម្រាប់គារបាលល្អ ។
I bought fried rice for dinner.

ខ្ញុំត្រូវការកុំព្យូទ័រសម្រាប់លំហាត់ទាំងអស់របស់ខ្ញុំ ។
I need a computer for all my homework.

Note: When listing items in Cambodian, “for” must be used before each item in the list. This is different than what you are used to in English. For example, in English you might say, “We thank thee for our families, the missionaries, and this food. In Cambodian you would need to say, “We thank thee for our families, for the missionaries, and for this food.”

ដើម្បី (in order to, so that, for the benefit)

21b ដើម្បី means “in order to,” or “so that,” or sometimes “for the benefit of.” It follows the same grammar form of other prepositions and conjunctions in Cambodian. It occasionally replaces the word for in English, though often translates directly to the phrase in order to.

Examples

ព្រះគិត្យបានសុតតដើម្បីយើង ។
Christ died for us.

ខ្ញុំបាបីជើម្បីមានបទពិសោធន៍ល្អ ។
I am serving for the good experience.

បង់ធ្វើអក្ស់ងារដើម្បី ?
What are you doing that for?

យើងធ្វើការខ្សោះដើម្បីមានជោគជ័យ ។
We work hard for our success.

ដើម្បីមានសុភាមផ្តល យើងត្រូវតែធ្វើតាមព្រះយេស៊ូគ្រឿស្ស ។
For happiness, we must follow Jesus Christ.

ចំពោះ (towards, to)

21c ចំពោះ means towards, or in the direction of. In English, for isn’t commonly used to mean towards, but there are a couple of circumstances where ចំពោះ is the best possible translation. It is important to remember that ចំពោះ doesn’t mean for, it means towards, but sometimes Cambodians use the word towards where we would use the word for in English.

Examples

ចំពោះខ្លួនបានស្រាយ ។
For (towards) me, the food was delicious.

ពួកខ្លួនបានស្រាយមរោគ៖គុណាណ្វេងចំពោះមេដ្ឋនល្អ ។
We thank thee for a good lesson.

ខ្លួនធ្វើបានស្រាយសម្រាប់ដៃគូរបស់ខ្លួន ។
I made this food for my companion.

ស្អែកដ្ឋានចំពោះប្រធានបេសកកម្ម ។
Please send to (towards) the mission president.

ឲ្យ (for the benefit, to help)

- 21d ឲ្យ has a similar meaning to ដើម្បី. It is used as a translation of for when the meaning is for the benefit of, or as a favor to. In a similar way as ចំណាំ: the word ឲ្យ means for the benefit of and sometimes in English the word "for" means "for the benefit of," and in those cases it is appropriate to use ឲ្យ.

Examples

ខ្ញុំបានធ្វើមិនាច្បេអ្នក ។
I made fried noodles for you.

ខ្ញុំនឹងភាសាទនេះចូលបង់ស្ថាប់ ។
I will read this verse for you to listen to.

ខ្ញុំបង្កេរនគាត់ចូលយល់ ។
I teach him to help his understanding.

ព្រះគ្រឿសុទានសុគតិចូលបែង ។
Christ died for us.

ជំនួស (in the place of, proxy for)

- ជំនួស means in the place of or for the benefit of. Occasionally, we use for to mean in place of, but ជំនួស can also mean instead of or in proxy of.

Examples

យើងអាចធ្វើពីជីវារជំនួសជីដ្ឋុនដីតារបស់យើង ។
We can perform ordinances for our deceased ancestors.

ខ្ញុំនិយាយជំនួសដៃគីខ្លួន ។
I am speaking for my companion.

អ្នកអាចប្រើប្រាស់ជំនួសបីរោះ ។
You can use cooking oil in place of butter.

សូមប្រើសាច់ជ្រើកជំនួសសាច់មាន់ ។
Please use pork instead of chicken.

អស់ (for an amount of time, all of a given time)

- អស់ is typically only used to replace "for" when it is referring to a duration of time. អស់ literally means all of. Instead of saying for five minutes, Cambodian expresses it as "all of" five minutes.

Examples

យើងបានបង្កេរនអស់កន្លែង៖ ម៉ោង ។
We taught for half an hour.

យើងតមអស់ពីរពេល បុអាចនិយាយថា អស់ម្មយប់ពេញ ។
We don't eat or drink for two meals, or, in other words, for one full day.

តើបងប្រមួលរួមទៅព្រះវិហារជាមួយយើងអស់បីម៉ោងទេ ?
Will you attend church with us for three hours?

ត្រូវចំណាយពេល៦-៨ម៉ោងដើម្បីដឹងទៅចាត់ជុំបង ។
It takes six to eight hours to get to Battambang.

យើងមកប្រកុះខ្លួនអស់១៨ខែដើម្បីរួមនូវយុវជនទៅមានសុភាមផ្តល់ ។
We come to Cambodia for 18 months to help others have happiness.

Activities

Personal



Speaking

- A. For one day, in each of your personal prayers try to use all six forms of the word “for.” If there are any phrases when you are unsure of which word is correct to use, then write it down and ask a native speaker.



Listening

- B. In fast and testimony meeting, listen for សម្រាប់ ឲ្យ ដំនឹង ដើម្បី ចំពោះ and អស់. Write down some examples of each word in your language notebook as you hear them.



Reading

- C. Read the following scriptures in English, then decide what meaning of “for” is used in that scripture. Write the word next to the scripture, then check your answers in the Cambodian scriptures or with the answer key.

1. 3 Nephi 17:17
2. 1 Nephi 15:34
3. Alma 34:24
4. 3 Nephi 18:23
5. Romans 5:8

- D. Read Joshua 24:15. For whom is Joshua speaking in this verse? What word is used in place of “for” in this verse? Why is that word used? Ask a native speaker about the usage of the word នៅ, as it is used to refer to people. Write down what you learn about its usage.



Writing

- E. Write the correct meaning of “for” in Cambodian next to the following sentences (do not translate). If it doesn’t use សម្រាប់ ឲ្យ ដំនឹង ដើម្បី ចំពោះ or អស់, then write “none” next to the sentence. Check your answers.

For example: The Lord had a special purpose for Joseph Smith. ព្រះអម្ចាស់ប្រចាំថ្ងៃមានតែលបំណងពី សេសសម្រាប់ យុទ្ធសាស្ត្រ ។

1. For us to trust in God, we must have faith.
2. Who is this Book of Mormon for?
3. We are missionaries for two years.
4. Mangos are good for you.
5. We are missionaries for The Church of Jesus Christ of Latter-day Saints.
6. “For behold, a marvelous work is about to come forth among the children of men.”
7. It was not easy for my family to understand why I changed religions.
8. My husband is selling at the market for me today; I was too tired to go.
9. In the summer I like to ride my bike for an hour each day.
10. Many people are searching for the truth.

- F. Translate the following sentences from English to Cambodian using the different meanings of for (សម្រាប់ ឲ្យ ដំនឹង ដើម្បី ចំពោះ and អស់). Check your answers. Some sentences may have multiple right answers.

1. Jesus Christ died for us.
2. Missionaries study the scriptures every day for one hour.
3. For me, obeying the commandments is a sign of my love for God.
4. Joseph Smith prepared himself for four years to receive the Book of Mormon.
5. I am here for Elder Brown today.
6. At the age of 12, members can go to the temple and perform baptisms for the dead.
7. We thank Thee for the Book of Mormon.
8. Christ suffered the pains of justice for us so that we don't have to.
9. God often gives us trials for our own personal benefit.
10. I work long hours for my children's future.

Companion

Speaking

- G. Look at the teaching record for an investigator that is not progressing. Talk with your companion about the following questions. Practice using all the different forms of “for” during your discussion. Make sure that the focus of this activity is to talk with your companion about your investigator. Give feedback to your companion about using for.
1. What you can do for them (what you can teach)?
 2. What the Lord can do for them (what you can pray for)?
- H. Plan a lesson about prayer for your investigator. Plan to teach what prayer is, why we pray, how we pray, and when we pray. While preparing and teaching the lesson, use as many “for’s” as you can. Understanding the uses of “for” will help you to convey how prayer can be a blessing in your investigator’s life.

Listening

- I. Ask a native to explain to you when to use សម្រាប់ ឲ្យ ដំនឹង ដើម្បី ចំពោះ and អស់ correctly. Take notes on how to use it correctly. Then write down one example for each sentence to help you remember them. Check your answers with a native.
- J. In your next daily and weekly planning sessions, follow the steps outlined in chapter 8 of *Preach My Gospel*. Conduct both of these planning sessions completely in Cambodian, and make sure that in both sessions you use all six forms of “for.”

Reading

- K. Read “Temples and Family History” from chapter 3 of *Preach My Gospel*. With your companion discuss why we do temple work. Then plan a lesson for your investigator or recent convert about the importance of preparing to go to the temple. Practice this lesson with your companion. In the lesson be sure to include the invitation for new members to meet with a member for an introduction to family history work and to the resources available to them. Provide them with a copy of family history materials. Explain to them what the materials are used for.



Writing

- L. Skim through lessons 4 and 5 of *Preach My Gospel* with your companion to make a list of all the commandments. Take turns writing a brief statement that explains the purpose of the commandment. Focus on using the meanings of “for.” Example: We pay fast offerings for the benefit of the less-fortunate.

Group



Speaking

- M. Spend a few minutes as a district expressing the things that you are thankful for. Recognize some of the things God has done for you. Share any miracles that you feel are appropriate. Share what you are thankful for in your district and your companionship. Use all of the forms of “for” as you are counting your blessings. Make sure that every person in the district gets an opportunity to share.
- N. Split into groups of four with one companionship acting as the missionaries and the other companionship will take the role of the investigators (ព្រមទាំង និង រោងភ្លើ). You feel that your investigator ព្រមទាំង does not really understand the importance of the Atonement after you taught about the plan of salvation last week. ព្រមទាំង is the father of seven children, and he is very happy in his life. Help him to see what the Atonement has to offer him and how it has blessed your life. Use the word “for” as frequently as you can as you teach and testify about the Atonement.



Listening

- O. As a district make a list of people or things to pray for. This can include people who are expected to be baptized, a certain area or branch of your mission that needs help, and other various things. Try and use all six “for’s” as you discuss. Write the list down in your notebook. Throughout the week, in your personal and companionship prayers, pray for those people who you thought about as a district.



Reading

- P. Together as a district read Doctrine and Covenants 82:10. Afterwards, give each companionship time to identify an investigator who is struggling to keep a specific commitment or commandment. Instruct each of them to search the scriptures for specific blessings that their investigators will receive when they keep the commitment or commandment. Instruct each companionship to practice sharing their scripture and testimony of the promised blessings. Remind the missionaries to use “for” as many times as possible during this activity.

Preference and Indifference

Examples

In 1820, Joseph Smith desired to know **which** church was right.

នៅឆ្នាំ១៩៨០ យុទ្ធសាស្ត្រ និង មានបណ្តាញជាថ្មីចំណើនថា
តើសាសនាប្រុយណាត្រូវ។

There is no other work . . . **which** brings greater satisfaction.

គ្នានកិច្ចការណោម្បយ... ដែលអាចនាំមកនូវសេចក្តីសោមនស្សាប់ជាកិច្ចការនេះ។

Each person you teach must decide **whether** to accept the Book of Mormon as revelation from God.

មនុស្សម្នាក់រដលម្បកបង្រៀន ត្រូវសម្រេចចិត្ត ហើយនិងជាតុកគេទទួលយកទៅគម្រោងមែនបាន។

Remember that people have agency to choose **whether** to accept your message.

ចូចចងចាំបានសិទ្ធិសេវាតដើម្បីធ្វើការព្រមទាំងប្រើប្រាស់នូវសារណ៍ជាមួយ។

We can **either** meet you at your house **or** the church.

ពួកខ្ញុំអានដូចបែងនៅផ្ទះបងក់ធាន បុន្ថេរោះវិហារក់ធាន ។

Explanation

A variety of circumstances will require you to express preference or indifference towards the things you do and interact with each day. It may be in insignificant interactions when expressing a preference towards how spicy you like your food, or a specific color of tie. You can also use this principle in lessons to explain that it doesn't matter where or when you pray, or that God cares about what we do on the Sabbath. This section will help you learn how to correctly navigate these situations that you will encounter.

Asking “Which”

ណា, meaning "which," is the most common question word in Cambodian. Not only is it used in specifying questions like "which one," "which elder," "which bike," etc., but it is also the fundamental question word that builds other question words such as who (which person), when (which time), and where (which place). ណា will always come directly after the noun it modifies. The word ឱ្យ can also be added just before ណា when you are asking specifically "which one."

<i>noun</i>	<i>noun + ឈាម</i>
ម្នយ one	ម្នយឈាម which one
អ្នក person	អ្នកឈាម who/which person
ពេល time	ពេលឈាម when/which time
កន្លែង place	កន្លែងឈាម where/which place
ថ្ងៃ day	ថ្ងៃឈាម which day
ខោ verse	ខោឈាម which verse
អគារ building	អគារឈាម which building

22b

Subject + Verb + Object + ណា**Examples**

ເຕື່ອບັນດຶກທີ່ຕ້າງມູ່ຍັດນາ ?

Which one do you want?

ເຕື່ອມູ່ກົດປັ້ງຜູ້ບໍ່ມູ່ກົດນາເຮົາເຍື້ອນໄດ້ ?

Who do you want to meet at 5:00?

ເຕື່ອງກຳຊົ່ວມາຕະຫຼາດສູງສຸຂະດູດໃຫຍ່ເລີນນາ ?

When can we come visit?

ເຕື່ອກາຕາຣີບາຣເຮົາໄລນາ ?

Where is the church building?

ເຕື່ອມູ່ກົດປັ້ງຜູ້ເວັບພິບນີ້ເຖິງນາ ?

Which day do you worship at church?

22c

Answering “Which” Questions

“Which” questions are usually answered by using demonstratives. For more on how to use demonstratives see section 29.

Expressing

Expressing Indifference

Expressing indifference can be accomplished by using the word also, when it is paired with adjectives (e.g., also ok, also acceptable, also delicious, also an option). You can also express indifference, or inclusion, by using the word “whether” (e.g., whether male or female, whether rich or poor, whether exhausted or not). This section covers how to use both grammar forms.

ກໍ່ຕ້ານ ກໍ່ເຜົາຍ ກໍ່ + Adjective

The term “also” can be placed directly after the noun or noun phrase to show indifference towards that person, place, thing, or idea.

22d

Noun phrase + ຕ້ານ/ກໍ່ເຜົາຍ/ກໍ່ + adjective**Examples**

ກໍ່ໂຄງຂະນາກໍ່ຕ້ານ ໃນທີ່

Any place is fine.

ກາຣບແງ່ງນັ້ນທີ່ກາຣປະບິດຸດັ່ງດັ່ງ ໃນທີ່

Teaching about repentance would be good too.

ກົດຕົກມູ່ຍັດນາກໍ່ສັຫຼາຜູ້ຕັດລູ້

Either tie looks handsome.

ມູ່ກາຜະອັນສູງກົດໃຫຍ່ນາກໍ່ຕ້ານ ເນື່ອງກົດໃຫຍ່ນາກໍ່ຕ້ານ ເນື່ອງກົດໃຫຍ່ນາກໍ່ຕ້ານ

ເນື່ອງກົດໃຫຍ່ນາກໍ່ຕ້ານ ບຸເນື່ອເລັດນີ້: ມູ່ຕູກໍ່ຕ້ານໃຜ່ ໃນທີ່

You can pray anywhere, at home, at work, at church, or even on your moto.

ຂໍ້ມູນເພື່ອມູ່ກໍ່ເຜົາຍ ໄງ່ຕົກຜູ້ຍື່ງວິວກິດຂໍ້ກຳນົດ ໃນທີ່

I'll do anything, as long as it helps improve my life.

ទោះបីជា...យើងណាក់ដោយ

The second way to show indifference is by saying "Even though . . ." or "Although . . ." This can be done using the complementary phrase ទោះបីជា . . . យើងណាក់ដោយ. This grammar form also could be translated to "whether," "even if . . .," "regardless," or "it's still true that . . ."

ទោះបីជា + phrase + យើងណាក់ដោយ . . .

Examples

ខ្លួនឯងបន្ថុបង់ដង្គារយុទ្ធយកតាត្វូនិសបំពុល ទោះជាតុកអាចរកឃើញពីប្រឈមប្រឈមអត់។
I will keep paying tithing whether I can recognize its blessings or not.

ទោះបីជាអ្នកមកពីស្រុកអាមេរិចប្រុសកីឡូយើងណាក់ដោយ ដីណីនឹងត្បូអាចធ្វើយុទ្ធផ្សាយអ្នកបាន។
Whether you are from America or Cambodian, the gospel can help you.

ទោះជាក្នុងប្រឈមអត់ តាត់តែងតែមកប្រាប់វិហារ។
Rain or no rain, she always comes to church.

ការរំបែកត្រូវតែងតែសំខាន់ ទោះជាអ្នកមានអាយុ១០ឆ្នាំ១០០ឆ្នាំកំណែដោយ។
Repentance is always important, whether you are 10 or 100 years old.

ទោះជាមានពេលប្រឈមអត់ អ្នកគូរតែប្រាប់យើងនៅក្នុងមួយថ្ងៃ។
Whether you have time to or not, you should eat three meals a day.

Indefinite Pronouns

Indefinite pronouns are pronouns that represent an ambiguous or indefinite noun (i.e., whoever, anyone, anything, something, etc.). In general, indefinite pronouns will include a pronoun accompanied with នា and sometimes other modifiers. Below is a list of the most common indefinite pronouns you will encounter.

Person	Approximate Translation (some are interchangeable)
Person	
អស់អ្នកណា	whoever
អ្នកណាមួយ	someone
អ្នកទាំងទាំងណាមួយ	anyone
អ្នកទាំងអស់ណាមួយ	everyone
អ្នកណាណេះតែ	who else
អ្នកណានេះ	some people
Thing	
អ្នកមួយ	something
អ្នកមួយណា	whichever thing (one thing)
អ្នកទាំងអស់	everything
អ្នកទាំងអស់ណាមួយ	anything
អ្នកនេះ	some things

Place	
កំន្លែងណាម	wherever
កំន្លែងណាមួយ	somewhere
កំន្លែងណាតាំងអស់	everywhere
កំន្លែងតាំងអស់ណា	anywhere
កំន្លែងណាច្នៃ	some places

Examples

អស់អ្នកណាដែលប្រចិត្ត អាចទូលាការអត់ខិនទោស ។
Whoever repents, can be forgiven.

អ្នកណាមួយគ្រែតែងឃើញភាពៗយល់ ។
Someone needs to help him understand.

មនុស្សទាំងអស់អាចអធិស្ឋានដល់ព្រះ ។
Anyone can pray to God.

មនុស្សទាំងអស់គ្រែទានអាណ៉ែតីញ្ចបកាន់ព្រះគ្រឹស ។
Everyone is invited to come unto Christ.

យើងនឹងបង្ហែនអស់អ្នកណាចោរពដែលចង់បោន ។
We will teach **whoever else** wants to learn.

អ្នកច្នៃជាការដំនូយប្រើបាយជាបន្ទាន់អ្នកដោយជោគជ័យ ។
Some people need more help than others.

តើយើងអាចធ្វើអ្នកឈ្មោះដោយអ្នក ?
Can we do **something** to help you?

ព្រះវិហាតាសញ្ញព្រះហាប្បីទីយេ លើកីឡាតាំងអស់ដែលទាក់ទងនឹងអ្នក ។
Heavenly Father is interested in **everything** about you.

ខ្ញុំព្រមធ្វើអ្នកទាំងអស់ដែលនឹងជួយអ្នកទៅព្រះវិហារ ។
I will do **anything** to help you get to church.

បងអាចជួបបង្កំនៅកំន្លែងណាមួយដែលបងចង់ជួប ។
You can meet me **wherever** you want.

មានកំន្លែងណាមួយនៅឯធននេះដែលអាចជួលការិយាល័យបានទេ?
Is there **somewhere** close I can fix a bike?

កំន្លែងណាតាំងអស់ដែលអ្នកទៅ អ្នកអាចទូលាការមួលពីព្រះវិញ្ញាតា ។
Everywhere you go, you can feel the Spirit.

មានអូនធីណិតសេវាឌែត្រប់កំន្លែងណាតាំងអស់ ។
Internet is available nearly **everywhere**.

កំន្លែងណាតាំងអស់ណ្ហបងកំន្លែងនេះ ។
Anywhere is better than here.

កំមើនបានទៅកំន្លែងតាំងអស់ណាដែលភាគតែចង់ប្រកាសជំណើងណ្ហ ។
Ammon went **anywhere** he wanted to preach the gospel.

កំន្លែងណាច្នៃ៖អាចមានគ្នុមាននៃព្រះវិញ្ញាតា ?
Which places can have the Spirit?

Remember

- ឈុំ is the most commonly used question word, meaning “which.” It is used to ask about preference, as well as to create other question words.
- Demonstratives are used to respond to specifying questions.
- The words “also” and “whether” are used to express indifference to others.
- Indefinite pronouns are used to show uncertainty about a pronoun.

Pattern Practice

តើ (question)	យើង we	អធិស្ឋាន pray	ពេលណា ? when?	
	បងប្រស <i>older brother</i>	(មិន/អត់) <i>(negative particle)</i>	ស្ថាត់ <i>to dwell</i>	នៅណា ? <i>where?</i>
	យូស៊ី ស៊ីមិ		យើង <i>to see</i>	ព្រះ <i>God</i>
	ឪធម៌/ស្ថីស្រី <i>Elder/Sister</i>		កាន់ <i>to adhere to</i>	សាសនា <i>religion</i>
	លោកពុទ្ធ <i>younger uncle</i>	សិក្សា <i>to study</i>	ដំណឹក <i>chapter</i>	ណា ? <i>which?</i>
	អ្នកមីង <i>younger aunt</i>	ចូលចិត្ត <i>to enjoy</i>	មួប <i>food</i>	
		ស្រលាញ់ <i>to love</i>	ក្រមគ្រួសារ <i>family</i>	ប៉ុនណា ? <i>how much?</i>

Activities**Personal** **Listening**

- A. Natives will often use the phrase ណាខ្លះ when asking questions that use ឈុំ. Using ខ្លះ indicates that there are a few possible answers (Or in other words, not an unlimited number of answers, but also not only one specific answer. It is typically used to help the person you are asking to be willing to open up and give their thoughts without fear of answering incorrectly). For one day, write down all questions you hear that use ណាខ្លះ. Why do you think the speaker used ណាខ្លះ in that specific context instead of just ឈុំ? Write down your thoughts in your notebook.

**Reading**

- B. Read the following verses in your Cambodian Book of Mormon. Each of the English translations of these verses uses the word “either” to express indifference between options. How is this meaning conveyed in Cambodian? Notice which words and phrases are used. Write down what you learn in your notebook.
- Alma 23:1
 - 2 Nephi 17:11
 - Alma 11:7
 - Helaman 1:31

- C. Read these verses that express indifference. Read the English verse first and try to determine in your head how the verse would be phrased in Cambodian. Then check yourself by reading the verses in Cambodian.

1. Alma 26:37
2. Ether 12:18
3. 3 Nephi 16:1–2
4. Alma 29:4
5. Ether 15:34



Writing

- D. Translate the following questions from English to Cambodian. Check your answers.

1. Which church is true?
2. Which street should we take?
3. Which MTC did you go to?
4. Which one do you want?
5. Which type of rice did you buy?
6. Which house is ឃ្លាយចំនួន 's?
7. Which area did she serve in the longest?
8. Which provinces have branches of the Church?
9. Which one is better?
10. Which picture of the temple should we give to បង្កើសាលា?

- E. On a separate sheet of paper, translate the following sentences that indicate indifference. Check your answers.

1. Anyone, whether boy or girl, young or old, can come to sacrament meeting.
2. We will all be resurrected, no matter whether we were righteous or wicked.
3. Whether you are rich or poor, Christ loves you.
4. I will always go to church, whether I live 10 meters from the church or 10 kilometers.
5. Whether we're exhausted or full of energy, we should always take the time to pray at night.
6. Whether it is the Bible or the Book of Mormon, I always feel the Spirit when I read the scriptures.
7. Heavenly Father always wants us to pray to Him, whether we think that we are worthy or not.
8. I'll eat anything right now, whether it be fried rice or dried fish.

Companion



Speaking

- F. Have your companion pretend to be an investigator who is confused about when and where she can pray. She thinks that she can only pray if she is in the church building and it is Sunday. Practice explaining that prayer can be done anywhere. Use the concept of កំពុល as you explain this. Afterwards, evaluate how you did with your companion and then switch.

- G. Come up with sentences for the following words below. For each word, come up with one sentence that uses មួយណា and another one that uses ណាមួយ. Switch off with your companion for every word.

For example: បុរស តើបុរសម្នាយណាមួយក្រោនរបស់ពួកអីនិលខៀវ ? and ត្រានបុរសណាមួយដែលអាចប្រើបញ្ជីតាតាពេដាយភាពទូចទូទៅនៅទេ ។

1. កង់
2. និកាយ
3. ដ្ឋាន
4. ផ្លូវ
5. ព្យាករី
6. អ្នកជីកនាំ
7. ពិធីការ
8. យោបល់



Listening

- H. Between you and your companion, practice asking open-ended questions and then replying with indifferent responses. Use កំពុន (or កំដោយ for questions that ask អ្នក) to make your answers indifferent. Have your companion ask you 10 different open-ended questions, respond to them, and then switch.

For example:

- i. តើយើងអាចចូលរោគតាមតម្លៃណាបាន ? នៅកម្លៃណាកំពុន
- ii. តើបីជចង់ចូលរោគតាមតម្លៃណី ? ប្រាក់ណាកំពុន ពួរិច្ឆ័ត្រកំពុន

Group



Speaking

- I. Pair up with another companionship. One of the missionaries from the other companionship will pretend to be someone who has been struggling to give up smoking. With your companion talk about some things that the person can do to overcome temptation whenever they have the urge to smoke. Use កំពុន as you talk about these options. After you have taught for three or four minutes, evaluate and switch with the other companionship.
- J. A member of one companionship will pretend to be a person on the street. The other companionship will be the missionaries. The person being contacted is indifferent about being Buddhist or Christian. He or she doesn't yet see that the gospel of Jesus Christ is the only true way. He or she may say some variant of «សាសនាលាក់ណ្ឌូដែរ . . . » and then use other phrases like កំពុន to show their indifference. Practice responding to this answer. Think about good, non-combative answers and responses that you could give in this very common contacting situation in order to help the person you are contacting feel a desire to find the truth. Try and keep the contact under three minutes. Afterwards, evaluate with the other companionship how you did and then re-practice. Switch roles after you have practiced twice.

Review: Expressing Desire, Need, Preference, Ability, Intention, or Purpose

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function.

Asking About and Expressing Desire, Need, Preference, Ability, Intention, or Purpose

- Need/Should
- Requests and Commands
- Can, able to
- For

Activities

Personal



Speaking

- A. Looking at your planner for the day, browse through each activity you have planned to do and identify what the purpose of that activity is and how it will help achieve that purpose. Think out loud to yourself in Cambodian as you do so.



Listening

- B. Listen in sacrament meeting to what the speakers intend to teach about the doctrine and what they desire the congregation to do. Use ឯក to write a sentence or two about what the speaker wants members to do. For example: The speaker wants us to have faith. អ្នកទទួលនិយាយចង់ឲ្យរើស ធមានសេចក្តីជាំនូវ។



Reading

- C. Read the sixth bullet point under "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Memorize this point and use it in your next lesson with a new investigator to help them understand how they are able to learn about the gospel.
- D. Read the sacrament prayers in Doctrine and Covenants 20:77, 79 and think about the way ឯក is used. Write down your testimony or a special experience about the sacrament. Make a goal to pay more attention to the sacrament prayers while you take the sacrament.



Writing

- E. Write the correct meaning of “for” in Cambodian next to the following sentences (do not translate the whole sentence). If a sentence doesn’t use សម្រាប់ ឬ ដំនឹង ដើម្បី ចំពោះ or អស់, then write “none” next to that sentence. Check your answers.

For example: The Lord had a special purpose for Joseph Smith. ព្រះអម្ចាក់ប្រជុំតានមានគោលបំណងពីសេសសម្រាប់ យូវសែប ស្តីដឹង ។

1. My sister is selling at the market for me today; I was too sick to go.
 2. Who is this Bible for?
 3. Tobacco is bad for you.
 4. In the rainy season I like to ride my bike for an hour each day.
 5. We are missionaries for The Church of Jesus Christ of Latter-day Saints.
 6. “For behold, a marvelous work is about to come forth among the children of men.”
 7. We are missionaries for 18 months.
 8. It was not easy for my husband to understand why I changed religions.
 9. For us to fully repent, we must be fully determined to stop committing that sin.
 10. Many people are searching for ways to help their ancestors.
- F. Translate the following sentence from English to Cambodian. Check your answers.
1. Give your tithing envelope to the Bishop.
 2. Use your personal study to find answers for your investigators.
 3. God will provide a way for you to be able to be baptized.
 4. Heavenly Father gives us a lot of opportunities to repent.
 5. Remember to read your scriptures today.
 6. The Word of Wisdom teaches us that we should not drink alcohol, coffee, or tea.
 7. Look for the best in all of the people you meet.
 8. You can receive revelation for yourself through the Holy Ghost.

Companion



Speaking

- G. Use commands, requests, “able to,” “for,” and ឬ to discuss the things one must do to live the law of chastity. Be specific with what kinds of things one can and cannot do in order to live this commandment. Use scriptures and other resources such as *Preach My Gospel* to help you discuss. Receive feedback from your companion and think of ways to apply this to a specific investigator.
- H. Set up an appointment with an inactive member in your area. During the appointment, ask specific questions to help you understand their needs and why he or she is not coming to church. Using requests, commands, “can”/“able to”, for, and ឬ, teach about how the gospel and going to church will help his or her life improve. Promise specific blessings to this member and receive feedback from your companion.



Listening

- I. In your next weekly planning session, go over each of your investigators and discuss what their needs are, what commitments they need to live, and what you and your companion must do to help them. Give your companion feedback on how he or she used the grammar principles in this section.

- J. Ask an inactive member in your area about their conversion, specifically what challenges were hardest for them to overcome and how they overcame them. As you ask these questions, make sure to use the grammar principles in this function and listen carefully to the member's response.



Reading

- K. Read Joseph Smith-History 1:8, 13–16. Summarize in your own words the needs and desires of Joseph Smith in this passage. Reflect with your companion on how this passage is meaningful for you.



Writing

- L. Write a letter to encourage one of your investigators or recent converts who may be struggling. Express your desire for them to do what is right and help them see how they are able to overcome any obstacles he or she may be facing. Leave a commitment with them to keep striving to keep the commandments.

Group



Speaking

- M. As a district, make a list of some concerns that are frequently given when extending commitments that are hard for investigators to live. Discuss what a person must do in order to live a commitment. Afterwards, have each missionary practice teaching a particular principle with a commitment, then resolve concerns and promise specific blessings that come from the commitment.
- N. As a district, make a list of names and needs of people you would like to pray for. Have each companionship share at least one name and the need they have.



Listening

- O. As a district, make a list of goals you would like everyone to achieve. Example: មុនខែក្រាយយើងចង់ស្ថាប់លេខ្លោះត្រូវសមានិកទាន់អសក្តីសាខាបែស់យើង។



Writing

- P. Use "can/able to," ទិញ, and "for" to write your testimonies in a Book of Mormon or on a pamphlet, and make a goal to give it out before the next meeting.

Narrating Experiences and Telling Stories

Purpose

This function will help you talk about events and stories in the past, present, and future; for example, what happened to Joseph Smith when he prayed or what you are currently doing as a missionary. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- She felt good inside **when** we testified about the First Vision. (When)
- The Nephites **felt** the Spirit while Christ **was praying** for them. (Indicating Past, Present, and Future)
- **Before** we teach him, let's review our lesson plan, then **after** the lesson we can evaluate. (Time Sequence)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Savior's Earthly Ministry" (What did Christ do while on the earth?)
- "The Great Apostasy" (What happened during the Great Apostasy? What caused it to happen?)
- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (How was Joseph Smith called as a prophet? What did God ask him to do?)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did we come to have the Book of Mormon?)
- "Pre-Earth Life: God's Purpose and Plan for Us" (What happened before we came to earth?)
- "The Creation" (How was the world created? How were we created?)
- "Agency and the Fall of Adam and Eve" (What did God command Adam and Eve to do? Why did they fall? What happened as a result?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Follow Up on Commitments" (Did they keep the commitment? Why or why not?)
- "Share an Experience" (What has happened in your life to help you know the truth?)
- "Offer a Prayer" (How did you see God's hand in the work today? What blessings are you grateful for?)

When

Examples

When does he usually come home?	តាមចម្បែតា តាត់ត្រឡប់មកដីវិញនៅពេលណា ?
They can feel the Spirit when they hear your testimony.	ពួកគេអាចមានការមូលដ្ឋានព្រមទាំងអាចរួមចិត្តពីព្រោះវិញណាននៅពេលពួកគេស្វាប់ខ្លួនរបស់អ្នក ។
When I was twelve years old ...	កាលពីខ្លួនមានអាយុជាប់ពីថ្ងៃទាំងនេះ ... ។
When people reject the prophets' teachings, it's called an apostasy.	ពេលប្រជាធិបតេយ្យការបង្រៀនរបស់ព្រោះវិញត្រូវបានបោះងារក្នុងសាសនា ។
When the apostles were killed, the priesthood authority was lost.	កាលពីពួកសារក្រុងបានសម្រួលចំណុច សិទ្ធិអំណាចបញ្ហាជីតភាពបានបាត់បង់ ។

Explanation

Making the most of every day will take exceptional planning and time management. You will need to be able to set up appointments and talk about schedules in almost every interaction that you have. This section will provide you with the proper vocabulary and grammar to feel comfortable talking about time and expressing when things will happen. Sections 24, 25, 32, and 35 also deal with expressions relating to time and may be helpful to learn in conjunction with the material in this section.

Time Vocabulary

Cambodian uses many words that all mean *time* or *when*. Below is a list of the most common terms and phrases. Each has a unique use for specific contexts. Study the table and examples below to understand how each term is used.

23a

Word	Use	Meaning
ពេលវេលា	noun	time
វេលា	noun	time
ពេល	noun	time
វិរេប់ពេល	noun	duration of time/period of time
ពេលណា	adverb	whenever (when?)
ពេលដែល	adverb	when
អ្នកាល់	adverb	when (present or future)
ពីអ្នកាល់	adverb	when (past)
អ្នកាល់ណា	adverb	whenever (when?)
អ្នកាល់ដែល	adverb	when
ពាល	adverb	when (past)
ពាលណា	adverb	whenever (when?)
ពាលដែល	adverb	when

Examples

យើងនឹងមានពេលណែងបាត់ថ្ងៃនេះ។
We will have enough time to meet him today.

ខ្ញុំអត់មានពេលទេ។
I don't have time.

រយៈពេលម៉ោង ខ្ញុំនឹងបង្រៀននៅក្រសកខ្មែរ។
For two years, I will be teaching in Cambodia.

ពេលណាត្វូនចិត្តដើរ នៅពេលណាត្វូនបុណ្យប្រជុំដីក។
Whenever I receive an answer, then I will get baptized.

ពេលដែលគាត់បង្រៀន ខ្ញុំទទួលសេចក្តីសុខសាន្តបានច្រើន។
When he teaches, I feel so much peace.

ខ្ញុំអត់ដឹងថា ព្រះគ្រឿងនឹងយាងមកវិញ្ញុអ្នកឡើតអ្នកឡើងណា។
I don't know when Christ will come again.

គាត់នឹងផ្សាយសំបុរាណលើគាត់បានរៀបចំខ្លួនហើយ។
He will change whenever he is ready.

បង្ហានមកខ្សែងបីចាលណា?
When did you come to Long Beach?

គាត់មានប្រាប់បង្ហារគាត់ទូទៅសំពួមកពេលណា ?
Did he tell you when he would call?

ទួនុសប្បាយនៅពេលណាដែលណាដែលយើងធ្វើតាមទ្រូង។
He is happy whenever we follow Him.

ពួកខ្ញុំត្រូវធោរពីព្រោះគាត់ទៅក្រុងវិហារនៅពេលណា ?
When should we invite him to church?

គាត់អាចជួបយើងអ្នកឡើងណា ?
When can he meet us?

ខ្ញុំចូលចិត្តថែកចាយសក្ខីភាពខ្លះនៅពេលយើងបង្រៀនមេដោន។
I like to share my testimony during the lesson.

23b With so many terms that can be used to express essentially the same thing, it can be difficult to know what word to use in each situation. Commonly the most confused time words are deciding when to use ពេល versus កាល as well as ពេលណា versus ពេលដែល (similarly កាលណា versus កាលដែល). The tables below show some general guidelines on when to use one over the other.

Compare

ពេល

- A shortened form of the word ពេលណា
- The most commonly used time word
- Can be used to refer to past, present, or future

កាល

- More commonly used in provinces
- Typically used to refer to times and events in the past. This means that it is often used when telling stories or sharing experiences.

Compare	
ពេលណា	ពេលដែល
<ul style="list-style-type: none"> Used to indicate a “when” question Used in a statement when the timing of an event is uncertain or unimportant 	<ul style="list-style-type: none"> Used to mean “when” in a statement Refers to a specific time or instance

Questions Related to Time

There are two types of *when* questions: *when*, and even more specifically, *what time*. This section will discuss general *when* questions. For *what time* questions see section 35a.

Asking When

Like other question words, you do not change the general structure of your sentence to ask a *when* question. In other words, *when* should appear in your sentence directly after the verb it is asking about, as opposed to at the start of your sentence (like in English).

Question particle + subject + verb + នៅ + when?

Examples

Question Particle	Subject	Verb	When?
តើ	គាត់	ធ្វើបាយឱង	នៅពេលណា ?
When will he meet us?			
តើ	ធម៌លខ្លួន	មកប្រុកខ្សោយ	កាលណា ?
When did you come to Cambodia?			
តើ	បញ្ហានេះ	បានដោះស្រាយ	ពីអ្នកល់ ?
When was this problem resolved?			

Responding to When Questions

23d To respond to a *when* question, you simply replace the word *when* with the desired information in the sentence. The examples below are answers to the questions in the examples above. For a list of common time terms used when answering *when* questions, see section 35.

Examples

គាត់ធ្វើបាយឱងនៅម៉ោង៥ ។
He is meeting us at 5:00.

ខ្ញុំបានមកប្រុកខ្សោយនិតិម្ខ្យាបៀរីយ ។
I have been in Cambodia for almost two years.

បញ្ហានេះបានដោះស្រាយកាលខ្ញុំប្រចិត្ត ។
This problem was resolved when I repented.

Remember

- There are many ways to talk about time in Cambodian.
- Asking a *when* question follows the same grammar as other ណា questions.
- Pay careful attention to the difference between ពេល and កាល, and the difference between ពេលណា and ពេលដែល (កាលណា and កាលដែល).

Activities

Personal



Speaking

- A. Practice asking to meet for a return appointment out loud. Think about how you could best form a question which uses the word “when.” Practice asking your “when” question in five different ways.
- B. Think about one of the lessons that you will be teaching today. Brainstorm all of the “when” questions that you think may be asked in that lesson by the person whom you are teaching. For example, if you are teaching about the Restoration of the gospel, some “when” questions might be “When was Joseph Smith alive?” or “When is church?” or “When can I pray?” Practice asking yourself those questions out loud and responding to them. Craft your responses to be simple and concise.



Listening

- C. List as many different ways as you can think of to ask “when” in Cambodian in a wordbook or in your planner. Throughout one week, keep a tally of how many times you hear a native use each form of the question. At the end of the week, see which forms of the question people used the most. The way people ask “when” will sometimes vary depending on what part of Cambodia you are in. Repeat this activity in every area you serve in to help you get a grasp on the local vernacular. Record your findings in your notebook.



Reading

- D. Read the following verses that contain “when” in your Cambodian scriptures. Identify what word or phrase is used in each verse to communicate the idea of “when.”
 1. 3 Nephi 26:1
 2. 1 Corinthians 13:11
 3. Ether 3:6
 4. Helaman 13:1
 5. 3 Nephi 17:18
 6. Alma 32:28
 7. 1 John 5:2
 8. Doctrine and Covenants 9:7
 9. Alma 5:20
 10. Hebrews 11:17
- E. Read 3 Nephi 13:2–7, 16–17. Notice the usage of ពាល់ណា. Why was it used in this passage? What is the difference in connotation between using ពាល់ណា and ពាល់ដែល? Try and answer these questions to the best of your ability. Ask a native if you are unsure about its usage.



Writing

F. Translate the following sentences. Answers will vary, but a possible translation for each sentence will be provided in the answers section.

1. God will allow us to find Him when we sincerely seek Him.
2. When we succeed, we need to be humble.
3. His mom started bringing him to church right when he turned five years old.
4. When we feel hopeless inside we need to pray even more.
5. Last week when we visited មីដុលាក់, we realized that her faith was declining.
6. When the missionaries talked about eternal families, I felt warmth in my heart.
7. Whenever we pray, God will hear us.
8. "You can feel certain that the Lord is pleased when you feel the Spirit working through you."

G. Translate the following questions on a separate sheet of paper. Only use អង្វែល់(ណា) and ពីអង្វែល់ to do so. Check your answers.

1. When did you get to Kampong Thom?
2. When will you arrive?
3. When do we eat rice?
4. When did you switch companions?
5. When were you baptized?
6. When do you harvest the rice?
7. When are you free?
8. When did she go?

H. Write in your journal in Cambodian about how you feel as you do certain spiritual habits (reading your scriptures, going to church, obeying certain commandments, etc.). Use either ពេលណា or កាលណា to do so. Write down 10 sentences in your journal that use this concept.

For example:

- ពេលណាទីអានក្នុងប្រះគេរៀនមួយចុងមានអារម្មណ៍ថាបានការពិត ។
- កាលណាទីអធិស្ឋាន ខ្លួនអារម្មណ៍ថាប្រជាក់កំពុងគោលការណ៍ និងកង្វែល់របស់ខ្លួន ។

Companion



Speaking

- I. Use "when" questions to quiz each other over your investigators' baptismal dates. Make sure you know what date each investigator is working towards. For those investigators who do not yet have dates, discuss in Cambodian about when they should prepare to be baptized.
- J. Using the word កាល, tell your companion about an experience from your youth that has had a great influence on you. Have your companion give you any necessary feedback on your use of កាល and then switch.



Listening

- K. With your companion, practice speaking on the phone. Your companion will pretend to be a referral given to you by a member. Use “when” questions to try and schedule an appointment to meet them. Once you are finished with the practice phone call, switch with your companion and pretend to be another member referral. Continue to switch back and forth until each of you has had three opportunities to practice scheduling an appointment with a referral.
- L. Watch the “Finding Faith in Christ” video (20 min) in Cambodian. Write down all the “when” questions you hear on a piece of paper. Highlight the questions that were asked in ways that you’ve never heard before. Practice asking out loud all the questions you wrote down.

Group



Speaking

- M. Pair up with another companionship. Have one of them play an investigator who asks you what Christ did when He was on the earth. With your companion, teach about 10 things that Christ did on the earth. Use different forms of “when” as you do so. Teach for three to four minutes and then switch with the other companionship.
For example: កាលព្រះយេស៊ូវនៅលើដែនដី ប្រចាំព្យាបាលមនុស្សយើង។
- N. Often you will use follow-up questions to gain greater insights into an investigator’s needs or level of understanding. For example, you may recite the First Vision, and then ask a question following up on that like, “How did you feel when you listened to Joseph’s words?” Maybe you extended a commitment last time to keep the Word of Wisdom. A follow-up question you might ask the next time you teach that person would be, “How have you felt inside as you have kept this commandment?” Pair up with another companionship in order to practice asking follow-up questions in Cambodian. Use a form of “when” in each follow-up question that you ask. Practice on another companionship for four to five minutes, then switch.



Listening

- O. Have a native speaker talk to your group about the differences in usage between the different forms of “when” questions, such as the difference between ពេល and កាល and the difference between ពេលដើម and ពេលណា, to name a couple. Have the native speaker explain to you how he or she uses these different forms and in what situations each form would be most appropriate to use. Write down what you learn in your notebook.

Indicating Past, Present, and Future

Examples

Jesus Christ **called** apostles.

ព្រះយេស៊ីវិគ្លើស្តីបានហោញ្ញកសារក ។

In this verse the prophet **is teaching** the people.

តួនាទេ៖ ព្យាករីកិច្ចុងបង្កូនដល់ប្រជាថន ។

After we are resurrected, we **will** be judged.

បន្ទាប់ពីយើងរស់ឡើងវិញ យើងនឹងទូលាការជំនួយទេៗ ។

Through Joseph Smith, God **restored** His gospel.

តាមរយៈយុទ្ធសាស្ត្រ សូម ព្រះបានស្តីដំណើងល្អបស់ទ្រង់ឡើងវិញ ។

When we die, we **will** go to the spirit world.

នៅពេលដែលយើងស្អាប់ យើងនឹងទៅកិត្តវិញ្ញាណា ។

Explanation

Tense indicators are used before a verb to help indicate when the action is happening. Cambodian uses very few tenses in comparison to English. Typically, after context is established and if the timeline is clear, all tense indicators can be dropped. In Cambodian, there are three basic tenses, past, present, and future.

Past Tense – (បាន)

24១ បាន is the past tense indicator. Place it directly in front of a verb to make that verb past tense.

Examples

ខ្ញុំបាននិយាយថាខ្ញុំស្របតាមប្រកបខ្លួន ។
I said that I love Cambodia.

ព្រះគ្រឿស្តីបានសុគតែលើលើក្តាច់ ។
Christ died on a cross.

តាត់បានចែកចាយសក្ខីភាពបែស់តាត់ ។
She shared her testimony.

ម្សិលមិញ ពួកខ្ញុំបានទៅផ្ទះលោកពុ ។
Yesterday, we came to your house.

ខ្ញុំបានមានបំណងចង់ទៅយើងប្រះបរមាណកំងនៅថ្ងៃស្អែក ។
I wanted to see the royal palace tomorrow.

In the fourth example, because the context is clearly established by the word ម្សិលមិញ, បាន does not need to be placed before the verb. It is a matter of preference to include it or omit it.

To Have Ever

The word ឆ្លាប់ is a special way of speaking about past tense, which means “to have ever.” In this section you will learn how to use the verb ឆ្លាប់ in order to ask someone if they have ever done something before and how to respond using the same verb. A negative response to a “have you ever” question does not typically use មិន ឆ្លាប់ but instead uses មិនដែល. For example, “I have never lived in Cambodia” would typically translate to ខ្ញុំមិនដែលរស់នៅក្រោមគីឡូ. You can still choose to use បាន before the verb in “to have ever” phrases, but it is not necessary because “to have ever” implies that the action has happened in the past.

24b

Subject + ឆ្លាប់ + Verb + Object

Examples

តើបងឆ្លាប់ពុំវាំអំពីព្រះយេស៊ីរគ្រឿស្ស ?

Have you ever learned about Jesus Christ?

តើអ្នកមិនឆ្លាប់ទូលសិកាត ហើយការលួចលោកពីជំណើងល្អនៃព្រះយេស៊ីរគ្រឿស្ស ?

Have you ever felt great peace and comfort from the gospel of Jesus Christ?

ខ្ញុំមិនដែលចានទៅខេត្តរោនគិរី ។

I have never been to Rotanakkiri.

ខ្ញុំមិនដែលឈើកុងបេសកកម្ពុជា ។

I have never been sick on my mission.

ខ្ញុំឆ្លាប់បានហ្វាបេកដោរ វាតិតជាមានរសជាតិឆ្លាប់ណាស់ ។

I have tried fried bananas, they truly are delicious.

24c

Note: When asking “have you ever” you can also use the word ដែល, since it has the same meaning as ឆ្លាប់. For example, it would be equally acceptable to change the first example to “តើបងដែលពុំវាំអំពីព្រះយេស៊ីរគ្រឿស្ស?” The meaning would be the same.

Narrating

Present Tense – “In the process of” – (កំពុងតែ)

24d

កំពុងតែ means “in the process of.” It is placed directly in front of a verb to indicate that the verb is happening in that moment. You will see it used in translations for verbs ending in “-ing,” although not all “-ing” words are necessarily verbs in the present tense (see “Gerunds,” section 7a). Sometimes you can use the word ពេលដែល (when) or the word ឥឡូវ (now) to indicate present tense as well.

Examples

លោកយើធម៌សីធ បានលត់ជង្វាក់ពេលដែលតាត់កំពុងអធិស្សន ។

Joseph Smith knelt while he was praying.

ខ្ញុំកំពុងតែអានព្រះតម្លៃមេរមន ។

I am reading the Book of Mormon.

តាត់មកតុឡវរីយ ។

She is on her way.

តាត់កំពុងតែរៀបចំឡាតេក្រាប់រិបសុទ្ធតែ ។

She is preparing to go to the temple.

តាត់កំពុងនិយាយអំពីសេចក្តីផ្តើម ។

He is talking about faith.

Future Tense – “Will” – (នឹង)

នឹង indicates the future tense. It is placed directly before a verb that is happening in the future. The future tense indicator នឹង is spelled exactly like the word នឹង meaning “with,” though the words និង meaning “and,” and the word បីង meaning “this” are spelled slightly differently.

Examples

ខ្ញុំនឹងបារម្ចាស់នៅទីនេះយ៉ាងហោចពាណាស់អស់មួយខែក្នៃដែរ ។
I will serve here for at least a month and a half.

អ្នកនឹងទទួលចោរឆ្លើយប់អ្នកអធិស្សនា ។
You will receive answers if you pray.

ព្រះយេស៊ូវគ្រឿស្តីនឹងយានមកវិញ្ញាមួយឡើត ។
Jesus Christ will come again.

តើតាត់នឹងផ្តាស់ប្បូរ ?
Is he going to change?

ខ្ញុំដឹងថាព្រះអម្ចាល់នឹងការពារខ្លឹម ។
I know that the Lord will protect me.

Will Never and Will Ever

Expressing “never” and “ever” in the future tense uses different vocabulary in Cambodian. ផ្តាប់ and មិនដែល cannot be used in the future tense; instead, prepositions of time and strong negative particles are used to convey the meaning of “will ever” or “will never.”

Examples

ព្រះអង្គអត់បាន៖បង់បានក្នុងថ្ងៃទ្វាក់នោះទេ ។
God will never abandon His children.

នៅថ្ងៃណាមួយ តើអ្នកនឹងមកប្រកបខ្លួនវិញ្ញ ?
Will you ever come back to Cambodia?

តើខ្ញុំនឹងរាជចេះភាសានេះទៅពេលអនាតត ?
Will I ever learn this language?

ខ្ញុំនឹងមិនបង្កើបង្ហោះព្រៃនបុប្រចិត្តឡើយ ។
I will never force you to learn or repent.

បើតាត់អត់មានជំនួយពីព្រះអម្ចាស់ តាត់នឹងអត់ផ្តាស់ប្បូរសោះ ។
He will never change without help from the Lord.

Remember

- Past, present, and future tense indicators are placed directly before a verb.
- When the context is established, it is acceptable to not use any tense indicators.
- Expressing the verb “to have ever” is done by using the verbs ផ្តាប់ and មិនដែល.
- ផ្តាប់ and មិនដែល cannot be used when expressing “will never” or “will ever” in the future.

Activities

Personal



Speaking

- Review your planner for the week. Say out loud the events that have happened in the last few days using past tense, what is happening today using present tense, and what is going to happen in the next few days using the future tense.
- Translate these sentences that you might say in a lesson about the gospel of Jesus Christ. Determine whether a tense indicator is needed. Say each sentence out loud as you translate it. Check your answers.
 - Heavenly Father will forgive us if we sincerely repent.
 - Jesus Christ performed the Atonement to save us from sin.
 - How are you feeling right now?
 - Once you have received baptism, then you will be prepared to receive the gift of the Holy Ghost.
 - Covenants are sacred promises that we make with God.
 - Before, you chose not to obey God, but now you are following His commandments.
 - I would like to share a story from the Book of Mormon with you.
 - I know that God will help you endure to the end because you are trying to obey His gospel.
 - Faith in Jesus Christ means that we trust Him and what He has said.
 - I know that Heavenly Father and Jesus Christ love you.
 - I know that what my companion shared is true.
 - You can follow the example of Jesus Christ by being baptized.
 - Believing in Christ leads us to repent.



Listening

- In one day, write down in a notebook five instances where a native didn't use a tense indicator where you would have used one in English. Examine the context of the sentence. Write down what you have learned about contexts where Cambodians typically drop tense indicators.



Reading

- Read the following sentences and decide what tense each sentence is in. Write down next to each sentence what tense it is written in. Check your answers

For example: **តើអ្នកចានការព្រះគម្រោងមិនទេ ? -- អតិថតាល**

- ខ្ញុំធ្វើបញ្ចប់ការអេដិស្សានបែលផ្លូវ។
- ខ្ញុំនឹងចែកចាយបទពីសោចន៍ម្បយជាមួយអ្នក។
- ព្រះបានប្រើប្រាស់ប្រាប់ខ្លួនយើង។
- ព្រះបានចាត់យើងឲ្យមកដែនដីដើម្បីទូលានកងកាយ និងការរៀន។
- យើងអាចធ្វើសិសសប្រាប់ខ្លួនយើងបានពីក្រោអនុគត់តាមព្រះអង្គសង្គ្រោះបានបុចិនបាន។
- ព្រះយេស៊ីទូលាទិញធម្មុជាតិកក្នុងទន្លេយ៉ាងដាន។
- ព្រះរបិភាខ្សានិងប្រទានពារិយៈយើងនៅពេលដែលយើងការពារមុន្តុតិរបស់ប្រើ។
- ខ្ញុំដឹងថាពេលណាអ្នកការព្រះគម្រោង អ្នកនឹងមានការមូលកសិក្សាត់។

- E. Translate these sentences taken from the story on pages 168 and 169 of the English *Preach My Gospel* into Cambodian. Afterwards, open up to page 172 in the Cambodian *Preach My Gospel* and read the italicized section starting in the middle of page 172. Check your translations for these sentences as you read through the story in Cambodian.

1. "One week he quit coming."
2. "We offered our help for anything he needed."
3. "Will I really see my wife again?"
4. "We testified of eternal families . . ."
5. "We taught Pablo the plan of salvation."
6. "Our service helped him trust the things we taught."



Writing

- F. Change the following sentences to both past and future tense. Check your answers.

For example: The zone leaders are calling. -- ព្រកម្មកដីកនាំបញ្ជីនបានតែមក ។ (past) and
ព្រកម្មកដីកនាំបញ្ជីនឹងតែមក ។ (future)

1. I am going to church.
2. I read the Book of Mormon.
3. The prophet speaks with God.
4. God creates man on the seventh day.
5. I am serving a mission in Cambodia.
6. They partake of the sacrament.
7. The new missionaries are arriving right now.
8. I'm wearing a white shirt.

- G. Translate the following sentences from English to Cambodian. Use the words ត្រាប់ ដែល and មិនដែល. Check your answers.

1. Has God ever stopped calling prophets?
2. Have you ever eaten sticky rice?
3. We have never been to this investigator's house.
4. Have you ever prayed to know if you should be baptized?
5. I have invited a friend to church before.
6. I have taught this family before.
7. God has comforted me when I have been sad.
8. She has never been to general conference.
9. Have you ever attended a baptism?
10. I have never read the Book of Mormon from beginning to end.

- H. In your journal, write the events of the day in Cambodian. Describe in detail what went well and what didn't turn out like you wanted. Describe how you could do better tomorrow. Record those goals in your daily planner. Follow-up with yourself in your journal the next night about how you did. Pay attention to your use of tense indicators as you write.

Companion



Speaking

- I. Scenario: Today is your preparation day, and you and your companion are discussing the different activities you are going to do. With your companion, talk together about the different things you need to get done today and the different activities you would like to do. Practice switching back and forth, asking and answering questions using ດາວ ກໍ່ຕັ້ງເຕີ and ສື່ບັນ. In the practice scenario, make sure to create various sentences so that you can use each word multiple times. Continue to talk until each missionary feels comfortable using this grammar principle.
- J. Tell each other about the process you went through to come on a mission. Describe how you felt as you prepared, how you feel now that you are serving a mission, and how you hope to feel once you have finished your mission.



Listening

- K. Ask a native to share a story about their childhood. Notice how given the context, a native may choose not to use the past tense particle ດາວ because it is implied. After learning from the example of the native speaker, tell a story to your companion about your childhood.
- L. Have your companion read the following verses to you. Determine what tense the speaker is using. The speaker may be using more than one tense indicator, so pay attention to what they are trying to say. Try and determine the context of the verse, whether the speaker is talking about ຂອງກົດກາລີ (past), ບច່ງບູງຊຸມ (present), or ຂອງກາຕົກ (future).
 - a. Alma 36:18-19
 - b. Helaman 14:4
 - c. Alma 5:26
 - d. Luke 9:18
 - e. Helaman 10:1
 - f. 3 Nephi 17:22
 - g. Enos 1:27



Reading

- M. Choose a story to read in the Book of Mormon. Write down all instances where a tense indicator was used in the story. Tell the story to your companion using the tenses that you wrote down.



Writing

- N. With your companion, match each tense indicator with related contextual words. Check your answers.

កំពុងតែ	បាន	នៅជ្រើស

- បច្ចុប្បន្ន
- បន្ទាប់ពីនេះ
- រួចទៅហើយ
- ធ្វើស្អែក
- កាលពីមុន
- កាលខ្ពស់នៅថ្ងៃចុច
- ឆ្នាំទៅ
- បានស្អែក
- ឆ្នាំក្រោយ
- អតិតកាល
- នៅតិចឡើត
- មូលដ្ឋាន
- តុខ្សែនេះ
- អនាគត

- O. Translate these sentences with your companion. Determine if tense indicators need to be used in these sentences, or if the context is sufficient enough that tense indicators could be dropped. Check your answers.

- I arrived in Cambodia one year ago.
- She will not be home at that time.
- We are riding our bikes to your house right now.
- He is washing the dishes.
- In 10 years I will become a doctor.
- I will serve with all of my heart.
- We bought three kilos of mangos this morning.
- I ate two boxes of fried rice.
- He is drinking with his friends.
- The Lord is helping me learn Cambodian

- P. On the progress record for this week, write down information about each investigator you are teaching. Include the lessons and commitments you have left with them. As you write down this information say it out loud to your companion. During your progress meeting with the ward mission leader tell him what principles/commitments you have taught your investigators and which principles you will teach them this week. Focus on using the correct tense when referring to your past and future lessons. After your meeting, ask your ward mission leader if you used the tenses correctly.

Group



Speaking

- Q. You and your companion have been teaching an investigator named ស៊ិនុ ស៊ិនុ for a couple weeks now and he has a strong desire to be baptized. The only thing that is keeping him from being baptized is an addiction he has. In your most recent lesson, you taught him about keeping the Word of Wisdom and the blessings that it brings us. During the lesson, he shared a concern about keeping the Word of Wisdom and so you committed him to quit his addictions. He said he would try. With your companion, have one missionary take the role of ស៊ិនុ ស៊ិនុ and the other of the missionary. Practice following up with ស៊ិនុ ស៊ិនុ on his commitment to keep the Word of Wisdom. If he says he is keeping it, share your excitement with him. If he is struggling with it, encourage him to trust God and keep trying. After you are finished, switch roles and do it again.
- R. ស៊ិនុ ស៊ិនុ was doing very well with the Word of Wisdom for a couple of weeks, but today he informed you that he has had a relapse and is back to his old habits. It turns out that he hasn't been consistently reading, praying, or attending church either. With your companion, have one missionary take the role of ស៊ិនុ ស៊ិនុ and the other of the missionary. Help ស៊ិនុ ស៊ិនុ understand that relapses happen sometimes, but that he can still overcome his addiction with help from the Lord. Teach ស៊ិនុ ស៊ិនុ about the power that comes from scripture study, prayer, and church attendance, and help him understand the need of that power in overcoming his addiction. Commit him to live the Word of Wisdom again.



Listening

- S. Ask each missionary to think of a specific experience that built their faith in Christ, one that they would be willing to share with others. Write this experience on a piece of paper in Cambodian. Trade papers with another missionary, and read what the other person wrote. Identify what tense they used, and if it was used correctly. Allow each missionary to ask three follow-up questions about the other missionary's experience. Be sure to use the correct tense as you ask and answer questions.

Time Sequence

Examples

Sin **always** leads to unhappiness.

អំពើបាបតែងតែនាំទៅកេរមជូល ។

The Ten Commandments are **still** valid **today**.

ក្រុត្រវិនិយោគដែលប្រការតីនៅពេលនាសុណុលភាពបច្ចុប្បន្ន នេះ ។

We understood and accepted this plan **before** this life.

យើងបានយល់ហើយបានទទួលយកដែនការណានេះតាំងពី មនជីតិនេះ ។

This time in which we live is the **last days**.

ជំនាន់ដែលយើងរស់នៅតីគ្របានហោមជាថ្វេចុងក្រាយ ។

After baptism, we covenant to share the gospel.

បន្ទាប់ពីពិធីបុណ្យប្រមុជិក យើងធ្វើសេចក្តីសញ្ញាតានឹងចំការយដ្ឋាន ។

Explanation

Establishing a timeline to your stories, language, and conversations can help you to be more engaging and clear in your communications. This section looks at distinct parts of speech that will help you to do that. This includes transition words like *before*, *after*, *since*, *first*, *last*, and *already* as well as auxiliaries relating to time like *always*, *still*, and *just barely*.

Note: Other transition words not relating to time are addressed in section 26.

Transition Words Relating to Time

Transition words relating to time are especially useful when narrating, or explaining a series of events. Showing the relationship in time between two events will help you to teach with clarity and power. Most transition words are prepositions that are used at the beginning of a sentence. A transition word may also occur in the middle or even at the end of a sentence, just like other prepositions. Below is a list of some of the most common time-related transitions.

Word	Approximate meaning
ពីមន	before
មុនដំបូង	first of all
ដាក់បូង	to begin
កាលពីមន	in the past
មុនពេលដែល	before
ដំបូងឡើយ	to begin
បន្ទាប់	after
បន្ទាប់ពី	after
បន្ទាប់មក	afterwards
ក្រាយ	later
ក្រាយពី	later from when (after)
ក្រាយមក	later on (afterwards)

តាំងពី	since
កាលពី	since
ចាប់ពី	starting from
ចាប់តាំងពី	starting ever since
តាំងទៅ (like តាំងពី)	since
ចុងក្រាយ	finally
ចុងក្រាយបង្កស់	last of all
សិន	first (used as an end particle)

Examples

ពួកខ្ញុំតែងតែហាត់ប្រាណពីមុនប្រុបបាយពេលព្រឹក ។
We always exercise before breakfast.

មុនដីបូង ខ្ញុំចង់និយាយថា ពួកខ្ញុំពិតជាមួយ ។
First of all, I want to say that we really are trying to help.

ជាជុង ខ្ញុំចង់អធិស្ឋាន ។
To begin, I want to pray.

កាលពីមុន ខ្ញុំអត់ចេះប្រាំមួយប៊ូរ តែតុឡវខ្ញុំប្រាំភាងល់ថ្វី ។
Before, I didn't like Cambodian food, but now I eat it every day.

យើងបង្រៀននៅព្រះវិហារហូតដល់ម៉ោង៥ ។ បន្ទាប់មកយើងទៅម្នាក់អង់គ្លេស ។
We teach at the church until five. Afterwards we go to English class.

ពួកខ្ញុំសូមចេកចាយជាមួយបង្ហាញនៅថ្ងៃក្រោយបានទេ ?
Can we come share with you on a later day?

ក្រោយពីគាត់បានអធិស្ឋាន ខ្ញុំសូរគាត់ម៉ា តើគាត់មានអារម្មណ៍យ៉ាងមេចដើរ ?
After he said the prayer, I asked how he felt.

យើងគូរតែប្រាំតុឡវ ហើយក្រោយមកទៅព្រះវិហារ ។
We should eat now and then afterwards go to the church.

គាត់ចូលចិត្តទៅព្រះវិហារតាំងពីគាត់ស្ថាល់សមាជិកទាំងអស់ ។
He likes to go to church ever since he got to know all the members.

កាលពីគាត់ទទួលការប្រសិទ្ធភាព គាត់មានអារម្មណ៍ផ្លូវស្រាលជាងមុន ។
Since she got a blessing, she is feeling much better.

ចាប់ពីពេលគេនិយាយ ពួកខ្ញុំឃើញបញ្ហានៅ ។
As soon as they spoke, we could tell there was a problem.

When you place ពី or មក on the end of the words ក្រោយ or បន្ទាប់, it will change the meaning of these words and how you will use them in your sentence. The table below describes the different ways you may see these words occur in a sentence. For example, when ក្រោយពី or បន្ទាប់ពី is used at the start of a sentence, the next action read in the sentence happens before the second action or event read in the sentence (i.e., the events are in chronological order). However, when ក្រោយពី and បន្ទាប់ពី are between two actions, then the action written before ក្រោយពី and បន្ទាប់ពី will occur after the other action. ក្រោយមក and បន្ទាប់មក are always written between two events. In this case the before the term ក្រោយមក or បន្ទាប់មក happens first.

Compare

ក្រោយពី and បន្ទាប់ពី (After)

1. បន្ទាប់ពី/ក្រោយពី ____ 1____, ____ 2____
 2. ____ 2____ បន្ទាប់ពី/ក្រោយពី ____ 1____

ក្រោយមក and បន្ទាប់មក (Afterwards)

1. ____ 1____ បន្ទាប់មក/ក្រោយមក ____ 2____

Adverbs Relating to Time

Adverbs relating to time are often used add a duration to an action. Unlike other adverbs in Cambodian, adverbs relating to time come before the verb they describe, and they may also be used in conjunction with an ending complement. These time adverbs also use the particle ទៅ, which is dropped in casual settings.

Subject + Time Adverb + Verb + . . . + Complementary Ending Word

Time Adverb	Meaning	Ending Complement	Meaning
តែងទេ	always	ជានិច្ច / រហូត	always/eternal/ forever
ចេះទេ	always/only knows /is only	ជានិច្ច / រហូត	always/eternal/ forever
នៅទេ	still	នៅឡើយ	still
ទីបទេ	just barely	មិញ្ញ	most recently

Examples

Subject	Time Adverb	Verb	Object/Preposition	Ending Complement
ខ្លួន I	តែងទេ always	ផ្សេងៗអែល email	នៅថ្ងៃព្រោះបច្ចេក on preparation day	ជានិច្ច ។ always.
គាត់ He	ចេះទេ is just	ថា saying that.	--	--
ពួកគ៺ We	ចេះទេ always	បង្កែន teach	អំពីការប្រជិត about repentance	រហូត ។ forever.
គាត់ He	នៅទេ still	ឃើញ believes	ពួកខ្ពស់ us	នៅឡើយ ។ still.
យើង We	--	បានបង្កែន taught	អំពី Om Phia	មិញ្ញហ្មីង ។ just barely.
ពួកគាត់ They	ទីបទេ	បានទោ went	ព្រះវិហារបរិសុទ្ធ to the temple	មិញ្ញ ។ just barely.

Remember

- Use transitions to establish a clear timeline when sharing stories or experiences.
- Push yourself to use the different transitions, don't settle for the same one every time.

Pattern Practice

	ព្រះរូបិតាសុទ្ធ Heavenly Father	ក្នុងតែ always	ស្វាប់ to listen	ការអធិស្សានរបស់យើង our prayers	ជានិច្ច always
តើ question word	ព្រះយេស៊ូវគ្រឿស Jesus Christ			ការបំផុសតិចនិតិត្ត inspiration	ជាគកប without fail (forever) ទេ ? yes/no?
បាន/ថា Yes (M/F)	គ្រប់ He		បាប់អារម្មណា(អំពី) to be interested (about)	ចំណោមរបស់សាសនាតាន់ការី investigators answers	(ជា)មិនខាន without fail (ទេ) (Negator)
អត់ទេ No	យើង We	មិនដែល never		ជីវិតរបស់បង older person's life	ទេ (negative particle)
ហេតុអើ Why?	គិលខើ/សីសីវី Elder(s)/Sister(s)	ចង់តែ always (less formal)	ចង់ចូរ to want (someone to)	យើងអធិស្សានទៅគ្រប់ us to pray to Him	
				បងប្រសមានសុកម្មង់ល older brother to have happiness	
			ព្រះសិស្សិតាម to choose to follow	ព្រះរូបិតារបស់គ្រប់ His Father	

	ពេលដែល When	ខ្លួន /’	អារគ្រោគីមរមន to read Book of Mormon	នៅ៖ then	ខ្លួន /’	ទទួលចិត្តឱយ received answer
បាន/ថា Yes (M/F)	(ពី)មុន Before	យើង we	អធិស្សាន to pray	(តើ) (question)	យើង we	មានអារម្មណាតិចព្រះវិញ្ញាណា feel the Spirit
អត់ទេ No	តាំងពី Since	ឱ្យពុកខ្លឹម my father†	ទទួលបណ្តុះដ្ឋាមុជិក to be baptized		ឱ្យពុកខ្លឹម my father†	ដឹងថាសាសនាថ្មានៗពិត know that this church is true
		យុះឈិរញ្ញវត្ថុ Joseph Smith†	ទៅព្រះវិហារ to go to church		យុះឈិរញ្ញវត្ថុ Joseph Smith†	ចង់ឈិរញ្ញវត្ថុសេចក្តីពិត want to find the truth
		សេចក្តីជីឡើង My faith	វិកចំពីន to progress	តាំងពី since	ខ្លួន /’	អធិស្សានភាល់ថ្ងៃ pray every day
តើ question	ចិត្តរបស់គិលខើ/សីសីវី Elder/Sister's heart		ពោរពេញទៅដោយសេ is filled with love	ពេលដែល when	គិលខើ/សីសីវី Elder/Sister	បំដើរ៖ serve God
		លោកពុ	អាចមានចិត្តកើយឆ្នាត can have a fearful heart	(ពី)មុន before	លោកពុ younger uncle	បាប់ដើមអធិស្សាន begin to pray

Narrating

	ព្រាយ(ពី) After	ខ្លួន /’	អនុវត្តសេចក្តីជីឡើង exercise faith	នៅ៖ then	ព្រះ God	ផ្តល់ការណែនាំដល់ខ្លួន gives me guidance
បាន/ថា Yes (M/F)	បន្ទាប់ពី After	បងប្រើ older sister	បាប់ដើមមានសេចក្តីជីឡើង begin to have faith	(តើ) (question)	បងប្រើ older sister	នឹងមានបំណងចង់ប្រចិត្ត will have a desire to repent
អត់ទេ No		លោកពុ younger uncle	ឱ្យបងបិទក្នុក fold arms and close eyes	(មិន/អត់) (negator)	លោកពុ younger uncle	បាប់ដើមអធិស្សាន begin to pray
		បងប្រស older brother	នឹងដឹងថាគ្រោះបញ្ជីធមកពីព្រះ will know that commandments come from God	បន្ទាប់ពី after	បងប្រស older brother	បាប់ដើមគោរពព្រះបញ្ជីធមក begin to obey commandments
	បន្ទាប់មក After/Next,	ខ្លួន /’	មានសេចក្តីជីឡើងបន្ទាប់មកទៀត have more faith	ហើយ and	ខ្លួន /’	ចង់អនុវត្តសេចក្តីជីឡើងទៀត want to exercise more faith
ព្រាយមក Later/Next,	(តើ) (question word)	បងប្រើ older sister	នឹងមានបំណងចង់ទទួលបុណ្យប្រមុជិក will have a desire to receive baptism			ចង់បំដើរ៖អង្គ want to serve God (ទេ ?) (yes/no?)
		លោកពុ younger uncle	អធិស្សានទៅព្រះរូបិតាសុទ្ធ pray to Heavenly Father	បន្ទាប់មក next/Then	លោកពុ younger uncle	នឹងទទួលបុណ្យដិតគ្រប់ will receive an answer from Him

Activities

Personal



Listening

- A. Listen for native speakers to use the word សិន. It is used very frequently to mean “first,” “for a little bit,” or “for the time being.” For one day, write down every sentence you hear someone use that uses the word សិន. Notice how they used it and what they were intending to say in the sentence.



Reading

- B. Read the following verses in English, then in Cambodian. After you read each verse in English, try and guess how it will be phrased in Cambodian. Will it use ត្រាយមក/បន្ទាប់មក ត្រាយពី/បន្ទាប់ពី or just plain ត្រាយ/បន្ទាប់? Whether ត្រាយ or បន្ទាប់ is used isn’t important since their meanings are the same. What is important to notice is whether មក ពី or nothing at all is used after ត្រាយ/បន្ទាប់.
1. Ether 12:6
 2. 1 Nephi 10:2
 3. 2 Nephi 19:1
 4. 1 Nephi 11:1
 5. Doctrine and Covenants 76:74
 6. Alma 30:1–2
 7. Book of Mormon introduction, paragraph two
 8. Alma 13:19



Writing

- C. Translate the following phrases on a separate sheet of paper. Check your answers.

For example: I have been a member of the Church for a long time, since I was just eight years old.

ខ្ញុំជាសមាជិកនៃសាសនាថ្មីនេះអស់យូរឡាតាំងពីខ្ញុំមានភាពឈប់ដែលធ្វើ។

1. We have a prophet now in these times.
2. Ever since then, I have known that the gospel is true.
3. Now is the time for us to repent.
4. We will discuss baptism later, but first we need to understand about repentance.
5. After four years of waiting, Joseph Smith finally received the plates.
6. Recently, the prophet has spoken about the importance of acquiring charity.
7. Until this point I had always believed that there wasn’t a God.
8. During general conference, it is easy to feel the Spirit.
9. From now on, you must remain worthy of the Holy Ghost so that you can receive guidance from God.
10. After you have been a member for one year and found worthy, then you can go to the temple.
11. Soon Christ will come to rule the earth.
12. Before, I did not read my scriptures daily, but now I make sure that I read them every morning.

- D. Translate the following sentences from English to Cambodian on a separate sheet of paper. Check your answers.
1. Before I joined the Church, I was spiritually lost.
 2. I went to a year of college before I left on my mission.
 3. Before we came to Earth, we lived with God and Jesus Christ.
 4. I have met her before.
 5. We should always consider the consequences before we make a decision.
 6. Before, the Church was very small, but now we have millions of members around the world.
 7. Come visit us one more time before you leave.
 8. Before anything else, we'd like to welcome the stake president, who is sitting here on the stand.
 9. I have been here before.
 10. Our church building was a factory before.
- E. Translate the following sentences from English to Cambodian on a separate sheet of paper. Check your answers.
1. After I joined the Church, I was made fun of by my friends.
 2. I went to three years of college after my mission.
 3. Don't forget to come visit us afterwards.
 4. After this life we can live with God and Jesus Christ again.
 5. I met her after Sunday School last week.
 6. We should always make a decision after we have first considered the consequences.
 7. Come visit us after you finish your mission.
 8. Afterwards, the stake president will address us.
 9. After I learn the script, I will be able to learn Cambodian much faster.
 10. We cleaned the church building and then afterwards had a couple of the young men come with us to visit less-active members.

Narrating

Companion



Speaking

- F. Conduct an entire daily planning session with your companion in Cambodian. Use time sequence words as you talk about the things that you will do tomorrow and the order that you will do them in.
- G. Choose a parable or a story from the scriptures that has made a strong impact on your life. While using these time expressions, share what it was like to read the parable/story, what you learned, and how you applied it. Afterwards, find an investigator or member with whom you will be able to share the experience.
- H. With your companion go through your life and talk about some of the most significant turning points in your life that helped lead you to a mission. Talk about things like your baptism, family and church experiences, seminary, college, and your friends. Use time expressions as you go through this timeline of your life. After you are done, switch with your companion and listen to their story.

- I. Practice using the concept “during” in Cambodian. Use words like នៅពេល and ដែលបាន to do so. Tell your companion a story about something that happened to you during the last transfer. Use the concept of “during” at least five times as you tell this story. Then switch with your companion.



Listening

- J. Listen in sacrament meeting for native speakers to use words for “before,” “after,” and “during.” Write down any phrases you hear that are different from the way that you would have said it. Go back after church and review those sentences. Experiment using those different structures that you heard in sacrament meeting throughout the rest of the day.
- K. Find a recent convert in your area, and set up an appointment to ask them about their conversion story. Ask this recent convert what life was like before the Church, why he or she wanted to join, if there were any concerns that came up, and how the Church has changed his or her life since joining. Pay attention to how he or she uses time expressions. Afterwards, share with this person how the gospel has changed your life, copying the recent convert’s use of time expressions.

Group



Speaking

- L. Review time sequence words as a group. Then have the missionaries break into three groups. Assign one of these principles from lesson one to each group: “Heavenly Father Reveals His Gospel in Every Dispensation,” “The Savior’s Earthly Ministry and Atonement,” and “The Great Apostasy.” Have each group prepare to teach it to the class while using the time expressions properly.
- M. Go around in a circle and have everyone share a brief, one minute thought on something that they have learned since coming on the mission. Have each person use “since” at least twice in their one minute thought.
- N. Pull out your planners and pair up with another companionship. Practice using time sequence words to explain your daily plan for that day in detail to another companionship and then switch.
- O. Have everyone in the group think beforehand of an experience they have had (that isn’t too personal) with repentance. When together as a group, have each companionship pair up with another companionship and practice teaching about repentance. Have each companion share their experience briefly with the person pretending to be an investigator. Make sure to use time sequence words as you describe your experience and teach the lesson. Keep each practice lesson to under five minutes. After you are done teaching, quickly evaluate your use of time sequence words with the other companionship and switch.

Transitions

Examples

Then, we ask Him for blessings.

បន្ទាប់មកយើងសុទ្ធដៃយីឡូដែល។

As a result, Adam and Eve were cast from the garden.

ជាលទ្ធផល អ៊ីជាម និងអ៉ា ត្រូវបានបណ្តុចចាយ ស្ថិនចូរអេដីន។

Although Christ performed the Atonement, we have a personal responsibility for our own sins.

ទៅដីព្រះគីសុទ្ធបាន ដើរដាក់បាន យើងត្រូវតែទទួលខុសត្រូវចំពោះអំពើបាបឆ្នាល់ខ្លួនរបស់យើង។

In addition to authority, you are also to exercise power in your work.

បែន្ទុមពីលើសិទ្ធិអំណាច អ្នកត្រូវតែអនុវត្តអំណាចនៅក្នុងកិច្ចការរបស់អ្នក។

However, as you begin to study chapter 3, you may sense a difference in approach.

ទៅដីបីជាយើងណាក់ដោយ នៅពេលអ្នកកំពុងចាប់ដើមសិក្សា នៅថ្ងៃកីឡា អ្នកអាចដឹងអំពីថ្ងៃដែលត្រូវការពារ។

Explanation

Transitions are used to elevate your language from just complete sentences to complete and coherent paragraphs. Transitions are typically used at the start of a sentence, though occasionally they are used in the middle or even the end of a sentence as a conjunction or preposition. While the grammar of using transitions is quite simple, the challenge comes in selecting the best transition word for the given situation as there are hundreds to choose from. This section will introduce many of the most common transition words and their meanings and usages.

Note: Transition words relating specifically to time are addressed in section 25a. Transition words indicating frequency (frequently, rarely, etc.) are found in section 32.

Narrating

Common Transition Words

26a

This list, while not exhaustive, includes many transition words that you will use and hear in the Cambodian language. Transition words may appear at the start, middle, or sometimes even at the end of your sentence. They are used much like prepositions and conjunctions (see sections 9 and 10).

Transition Word	Approximate Meaning
លើសពីនេះទៅឡើត	furthermore/on top of that/moreover
កំបុងនៅ	however/but
បានដា	so/therefore/as a result
នៅ៖	then
លំដាប់នៅ៖	then
រួច	then
ទីប	then (as a result)
ភ្លាម	immediately (used after a verb)

វំពេចនោះ / ត្សាមនោះ	immediately
ស្រាប់គេ	suddenly
នៅពេលនោះ	in that moment
ចំណាកខ្លឹម	for me (on my part)
ចំពោះខ្លឹម	for me (to me)
ម្យាជាទ់ត្រូវ	furthermore/on the other hand/to put it another way
សរុបសេចក្តីមក / ដាសង់បែ	in summary
និង	as for/and/ and also
ន.....វិញ	regarding
ឬ៖	how about/what if
ដើម្បី	in order to / in order for
តាមពិត / ការពិត	actually
ជាបច្ចុប្បន្ន / ជាដំបូង	firstly/initially
បន្ថែមពីនេះ / តាមទេរូត្រ	in addition/additionally
ផ្លូវយោងទៅនៅក្នុង	in contrast/on the other hand
បើតុំនោះសោចទេ	if not/But if not (scriptural)
ដូចតែទេ	as follows/like the following
គួរឱ្យ	for (as in "for behold")
ដូចគ្នានោះ	in the same way
ខាងនេះវិញ	alternately/on this side
ដោយសារតែ	because of
ជាមុននេះ	for example
(មាន)ខបមាចា	for instance
ជាបន្ថែម	furthermore
នៅទីបំផុត / ចុងក្រោយបំផុត	in the end
ក៏	also
ដូច្នេះ	therefore/so
អញ្ញាន់	therefore/so

Examples

លើសពីនេះទៅឡើត គាត់សូមទូលបុណ្យប្រមុជទីក ។
On top of that, he asked to get baptized.

គាត់ត្រូវមួនហើយ ក៏ប៉ុន្មោះគាត់មិនមែនគិតអញ្ញីងទេ ។
He is ready; however, he doesn't think so.

ខ្ញុំស្រលាក្យព្រះគ្រឿស្ស បានជានុប្បញ្ញីបេសកកម្ម ។
I love Christ, so I am serving a mission.

យើងបានដី៖ទៅផ្ទះគាត់ រួចហើយបាននាំគាត់មកដល់ប្រាជីបារា ។
We rode to his house, then we brought him to church.

បន្ទាប់ពីបញ្ហាប់បេសកកម្ម រួចនោះពួកខ្ញុំនឹងត្រឡប់ទៅកាមេរិចិញ្ញ ។
Once we finish our missions, then we will go back to America.

ពេលបាយដារិតភូនហើយ ទីបាត់ចាប់ដើម្បីបញ្ចប់មួយបាបារាងដោយជាន់ ។
Once the rice was cooking, then she started preparing the meal.

បន្ទាប់ពីពួកខ្ញុំបានបង្រៀនពីការអធិស្ឋានភ្លាម គាត់សូមអធិស្ឋាន ។
After we taught about prayer, he immediately asked to pray.

យើងទីបចេញពីផ្ទះ វេចនោះដែលត្រូវឱ្យទៅនឹងយាយនឹងអ្នកតាមផ្ទះ ។
We left the house, and immediately my companion started contacting.

ខ្ញុំទីបតែនៅដោះអារ៉ែងខ្ញុំ ស្រាប់តិចមេយចាប់ដើម្បីក្រោងតុមង ។
I took off my poncho, and suddenly it started to rain again.

នៅពេលនោះ ខ្ញុំដឹងថាគាត់នឹងចាប់ដើម្បីលរួមនៅប្រាជីបារាំងឡើត ។
In that moment, I knew that he would start coming to church again.

ចំណោកខ្ញុំឯ្យ ភាសាដូចជាក្នុងណាស់ ។
On my side of things, Cambodian is a very difficult language.

ចំពោះខ្ញុំ ក្រុមគ្រឿសារមានសារ៖សំខាន់បំផុត ។
To me, the most important thing is family.

ព្រះយេស៊ីវគ្រឿសបានសង្ខេបបានហើយ ហើយមួយក្រុងឡើតបានសង្ខេបបាន ។
Jesus Christ suffered for our sins, and in addition, suffered for all of our pains.

ឧបមាថា លោកយើំសិលបអត់បានអធិស្ឋានដល់ប្រះអង់ ។
Imagine if Joseph Smith hadn't prayed to God . . .

គាត់បានរៀនពីចុរាប់សុខភាព លំដាប់នោះគាត់សំដេចចិត្តបាន៖ស្រាតាត់បាល ។
He learned about the Word of Wisdom, then decided to throw his alcohol away.

សុរបសេចគឺមក ប្រះគ្រឿស្សបានធ្វើដឹងថាយើងធ្វើនៅប្រជាធិបតេយ្យ ។
In summary, Christ performed His Atonement so that we could receive eternal life.

ចុះបើយើងដូចគ្នានៅថ្ងៃប្រហស្ថុត្រូវតិច ។ បងទំនេរទេ?
Or what about us meeting on Thursday. Are you free?

ចំណោកជារភាពនៅប្រាជីបារាំង គឺលើខ្លួនមានយោបល់មួយ ។
Concerning reverence at church, Elder Auman has an idea.

ចុះបើបងអត់ធ្វើការនៅថ្ងៃអាជីក្យ មានដឹងកែត្រួច ?
And what if you don't work on Sundays, what will happen then?

ដើម្បីប្រចិត្តយើងគ្រែទទួលស្ថាល់អំពើបាបរបស់យើងសិន ។
In order to repent, we must first recognize our sin.

តាមពិត ខ្ញុំចេះខ្សោយក្នុងភាពខាងក្រោម ។
Actually, I do speak Cambodian, and I understand everything.

បាបបម ខ្ញុំចង់ចូលរួមការណ៍មីម៉ែមយុទ្ធសាស្ត្រ ហើយស្វាត់ក្រាយយើងនឹងជាក់គោលដៅតី ។
Initially I want you to read one verse a day, then next week we will set a new goal.

តាមពិត ព្រះគ្រឹសុបានបញ្ជីនប្រចាំមួនសុំដែលការអេក់យាទាស ។
Continuing on, Christ taught the people about forgiveness.

ផ្សេងៗទៀត ដើម្បីបាបរបស់ខ្លួន ត្រូវបានបញ្ជីនប្រចាំមួនសុំដែលការអេក់យាទាស ។
On the other hand, my companion is from Cambodia and is learning English.

បើតុលាងទៀត ពេលពីរបានបានដោយបើកបាន ។
If it shall not come to pass, then the earth will perish.

មានពារដើម្បីប្រើប្រាស់ទៅបានដែលមកពីជង្វាយធ្លូននៃព្រះយេស៊ូគ្រឹស មានដូចតែមេ...
There are many blessings that come from the Atonement of Jesus Christ, like the following ...

ត្បូនិតមេឈឺលួច ការពិនិត្យការពិនិត្យ ហើយកំចាប់ផ្តើមជួយ ។
For behold it swelleth, and sprouteth, and beginneth to grow. (Alma 32:30)

ដូចត្រានេះ អ្នកមិនអាចមានសេចក្តីដែល ហើយទទួលចម្លើយពីការអធិស្សានរបស់អ្នកមិន
បាន ។

In the same way, you can have faith and receive answers to your prayers.

ាជននេះវិញ អំពូកវិញការណ៍បានប្រើប្រាស់ជាង ។
In this respect, you need to be reading more.

... ដោយសារតែតាត់មានការមូលឱ្យមានការអ្នកជួយសាសនាតិបាកពេក ។
... because he thought that missionary work was too hard.

ជាទារណ៍ ពួកគូជួយប្រពន្ធផ្សេងៗ ។
For example, you could help your wife cook.

បន្ថែមទៀនេះ បន្ទាប់ពីយើងសិក្សាការអក់យាទាស នោះ យើងគ្រែទទួលស្ថាល់បាន ។
Additionally, after we pray for forgiveness, we need to make it right.

ជាទីបំផុត យើងគ្រែទទួលស្ថាល់បាន ហើយលួចបាន ។
Last of all, we must forsake the sin and never do it again.

ផ្សេងៗ យើងគ្រែទទួលស្ថាល់បាន ។
Therefore, we must keep the mission rules.

អតិថិជន បងចែននិយាយថា តើ ហើយការប្រែកាសបង្កើចសុខភាពខ្លឹមខ្លួនទេ ?
So, you're saying that tea and coffee are harmful to my health?

Creating Transition Words (ដោយ and យើង)

Many transition words in English end in “-ly” and can be created in Cambodian by using ដោយ and យើង with a verb as a transition word. For example, the transitions *accordingly*, *certainly*, *undoubtedly*, and *consequently* could be communicated in Cambodian by saying *with accordance*, *with certainty*, *without doubt*, and *as a consequence*. See section 14 for more on how to create these kinds of transitions.

Activities

Personal



Listening

- In sacrament meeting make a list of words in your notebook that you hear natives use to begin their talks, such as ជាដីប៉ុង or ជាបច្ច. Also, keep track of words that they use to begin new paragraphs, such as តាមទេរ៉ែត មកការទេរ៉ែត ផ្លូវយកទេរ៉ែត កំបុងនូវ or លើសពីនេះទេរ៉ែត. Look at your list after church and see how they used transition words differently than you might.
- Listen for how Cambodians express the idea of "in addition to . . ." or "additionally." They will often use phrases like "បើយើងដឹងទេ . . ." or "ដើម្បីបន្ថែម . . ." Over a few days, write down all the different ways you hear it expressed. Next to every different way you hear it said, write down three sentences which use that way of saying "additionally."
- Listen for Cambodians to use the word ទីប៉ុង. While in some contexts it can be translated fairly directly to an ordinary "then," in other situations it has a connotation more like that the second phrase cannot be done until the completion of an action in the first phrase. For example: ទាក់តែស្ថិត ទីប៉ុងអាចប្រាប់បាន ។ Here you are saying something along the lines of "Once they ask, then I can tell them." In English a phrase with a connotation similar to ទីប៉ុង might be "only then," as in, "We must first have hope, and only then may we have faith." For one week, try to write down all the sentences where you hear ទីប៉ុង being used. At the end of the week analyze the sentences for any usage patterns and write these down in your notebook.



Reading

- Read the following verses that use the phrase ទេរ៉ែត. Afterwards, write in your notebook a brief paragraph describing the meaning and usage of the word ទេរ៉ែត, as best as you can tell from these verses. Also, describe how the word នឹង can be used similarly in these contexts.
 - 2 Nephi 28:3
 - Jacob 3:7, 9
 - Doctrine and Covenants 10:54
- Read the following verses that contain the phrase នឹង. In your notebook, try and define what it means and how it is used. Look it up in a dictionary or ask a native speaker for help if you are still unsure about its meaning or usage.
 - Doctrine and Covenants 84:3, 14, 17–18, 82



Writing

- Translate the following sentences that use the word "immediately" on a separate sheet of paper. Check your answers. Multiple answers are possible for each sentence.
 - I immediately followed the prompting from the Spirit.
 - We walked into their home and immediately we felt Heavenly Father's love for them.
 - We need to leave immediately.
 - President called us immediately after our meeting ended.
 - They prayed and immediately received an idea for where they should go.
 - We read the verse, and he immediately started crying.
 - Immediately, we bore testimony of the power of Christ's Atonement.
 - I immediately thought of បង្ហាញ when Bishop said that.

- G. Practice using different words such as ເຮັດວຽກ ລໍ່າບໍ່ເຮັດວຽກ and ເຊື້ອບ to transition between two connected phrases. These words convey meanings similar to “then” in English. Check your answers.
1. Let's go to the market first, and then we can get our hair cut.
 2. We taught ບັນຂົມຄາ and then taught ຜຶ້ມໂຮງໝໍ.
 3. When we have faith in Jesus Christ, then it is easier to overcome challenges.
 4. We must have a sincere change of heart, and only then are we worthy of baptism.
 5. Elders and sisters study until 10 every morning, and then they leave to go proselytize.
 6. Jesus Christ was killed, then rose from the dead three days later.
 7. Let's ask her that question, wait for her to answer, and then invite her to be baptized.
 8. We had to fast and pray earnestly, and only then did we see the miracle we hoped for.

Companion

Speaking

- H. Have a discussion with your companion about three things that you should do in order to help your investigators read in the Book of Mormon more consistently. Practice using words and phrases like ຕຸ້ມ ທຳເນະຊີ່ມ ທຳເນະບັນຍິຕູ and ທຳໄຟກຫຼິ້ມ in order to transition between different speakers in the discussion. Afterwards, evaluate your usage of these transitions with each other.
- I. Read Joseph Smith History 1:17. Take notice of the use of the phrase ໂສຍບໍ່ໄດ້ within this verse. Then between you and your companion, come up with 10 different sentences that use the phrase ໂສຍບໍ່ໄດ້. Be sure to use the phrase towards the beginning of the sentence, rather than the end.
- J. Practice telling your companion a story. Use five different transitional phrases you have learned about in this chapter to help you tell the story. Then switch and give your companion a turn. Have them use five transitional words that are different from the ones that you used.

Listening

- K. Ask a native speaker about different transitional phrases you have seen in the Book of Mormon. These phrases may include ຄົໍາຕື່ມເລັດຕູ້: ເບີ່ຍເບັກຕົກຕານເກີ້ດີເຊົ້າໃຈ້ນໍ້າ ສຽບເສັບຕົ້ມຕົກ ເບີ່ຖ່ານ:ເສົາຕົວ ເບັກຕູ້ແຜ່:ເກີ່ຍ and ເຫາ:ບີ້ມໍາຍັ້ງໝາກກໍ່ເນັ້ນ. Ask the native about these phrases' usages in everyday conversation outside of the Church. How often do they use or hear each one? If any of them are used, in what circumstances do you hear them most often? Write down what you learn from this conversation in your notebook.

Group

Speaking

- L. Pair up with another companionship in your group. The other companionship will pretend to be a pair of investigators who are struggling to grasp the concepts of prophets, denominations, and apostasy. With your companion, practice using different instances and examples to help them understand these concepts from the first lesson. Use the phrases ຂະໜາ and ຂະທາບາດນີ້ as you introduce these examples and instances. Evaluate with the other companionship how effective your use of these examples was and then switch.

- M. Practice telling a story about Christ from the New Testament with your companion. Have each companionship in the group pick a different story. Take turns going around the group, giving each companionship three to four minutes to tell their story using transitional words to link ideas and events in the story together. Try and use as many transitional words as you can (without it sounding unnatural or forced). As a group, help answer any questions that come up about transitional words as you go around.
- N. Have each companionship in the group pick a different story from the scriptures. Pair up with another companionship, and tell the events of the story to the other companionship, without naming any of the persons involved. Each companionship should take three to four minutes to tell their story using transitional words to link ideas and events in the story together. The other companionship will then try to find that story in the scriptures. Afterwards, switch. Each companionship should try and use as many transitional words as possible.

Review: Narrating Experiences and Telling Stories

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles that you have learned in performing the following function:

Narrating Experiences and Telling Stories

- When
- Indicating Past, Present, and Future
- Time Sequence
- Transitions

Activities

Personal

Speaking

- A. Choose a scripture story that you think could help one of your investigators. Write down the story in your own words and focus on using correct tenses, time sequence words, and transition words. Have your companion or a native speaker check your story for correctness. Then practice telling your story out loud.

Writing

- B. Translate the following sentences from English to Cambodian. Look for what tense word should be used. Check your answers.
1. We are about to teach you about the Restoration.
 2. Christ did everything according the will of God.
 3. As we were leaving, a man came and asked us about God.
 4. I'm trying to be like Jesus.
 5. We left the apartment before 10 a.m.
 6. I've been a member for a long time.
 7. Recently I met a man who said he wanted to know how families could be together forever.
 8. My testimony didn't used to be very strong.
 9. After His death, Jesus Christ appeared to the Nephites in America.
 10. Last month, we met our zone baptism goal.
 11. We receive a temple recommend interview every two years.
 12. Last year I was preparing for my mission.
- C. In your study journal, record a special spiritual experience that happened on your mission. Focus on tenses, “when,” and transitions as you relate your experience. Share this experience with a companion or native speaker to check for accuracy.

Companion



Speaking

- D. Scenario: Your recent convert ត្រូវការណ៍ is concerned that he is not progressing fast enough in the gospel. Teach him what to do in order to progress spiritually. Look up scriptures that you think could help this investigator understand the path of spiritual progression better. Use transition words to connect your thoughts as you share these verses. For example: 3 Nephi 18:15
យើងត្រូវតែអធិស្សានជានិច្ច ទីបែយើងមានអំណាចដើម្បីទូលាលសិរីនិងបសគ្គុខាងវិញ្ញាណារបស់យើង ។

E. With your companion, go over your planner from the last three days. Review activities that you did and talk about them using frequency of events and tenses. Example: We go contacting for two hours per day.



Listening

- F. Listen to your companion describe how he or she has changed over the time that he or she has been a missionary. Use tenses, time sequence words, and transitions to talk about your progress.



Writing

- G. Make a list of things that you need to do daily to progress spiritually. Write down how many times you do each of these things in a day, then ask your companion how many times he or she does each of these things. Afterwards, make goals for how you can improve, not only focusing on quantity, but the quality and sincerity.

Group



Writing

- H. Create your own version of Mad Libs with your companion, fill in the blanks with nouns, verbs, and adjectives with your companion to tell a story. Then share your stories as a group. Write down any new words that you hear and find ways to begin using them.

Asking and Answering Questions of Cause and Effect

Purpose

This function will help you ask about and explain the reasons behind different things, as well as help you to make conditional statements. Below are examples of the types of things you will be able to express with the grammar in this function.

- **Why** do we have to overcome trials and afflictions in this life? (Asking About Reason)
- **Even though** they are poor, they feel that they have been blessed. (Conditionals and Dependent Clauses)

Application

Below is a list of doctrinal points and missionary tasks that these grammar principles will help you teach, and perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Great Apostasy" (Why was there a Great Apostasy?)
- "The Restoration of the Gospel of Jesus Christ through Jesus Christ" (What would have happened without the Restoration? List the doctrines that were restored by Joseph Smith.)
- "The Book of Mormon: Another Testament of Jesus Christ" (How did Joseph Smith translate the Book of Mormon?)
- "Agency and the Fall of Adam and Eve" (What would have happened if Eve hadn't partaken of the fruit?)
- "The Atonement" (Where would we be without the Atonement? Why did Christ suffer for us?)
- "The Resurrection, Judgment, and Immortality" (How will we be judged after the resurrection?)
- "Through Christ We Can Be Cleansed from Sin" (We can't be cleansed from our sins unless what?)
- "Faith in Jesus Christ" (What do we believe when we have faith? How do we act?)
- "Repentance" (What will happen if we don't repent?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Extend Commitment Invitations" (What blessings will they receive after they have kept their commitment?)
- "Use the Scriptures" (How would the scripture apply to the life of the investigator?)
- "Obtain Referrals" (How and when should you contact a referral you have received?)

Asking About Reason

Examples

Why weren't you able to pray?

This scripture explains **why** Christ had to suffer so much.

Spiritual death is separation from God **because of** sin.

Because of this experience I understood that God lives.

Therefore, a restoration, not a reformation, was required.

ហោតុអ្សីអកមិនបានអធិស្ឋាន ?

ខត្តមីនេះពន្យល់ពីមួលហោតុព្រះគ្រឿស្សគ្រែរងទុក្ខយ៉ាង
ប្រើនឹងផ្ទះ។

សេចក្តីស្ថាប់ខាងវិញ្ញាណតីជាការបែកចេញពីព្រះ
ដោយសារតែអំពីបាប។

ដោយសារតែបទពិសោធន៍នេះ ខ្លួនបាន
ព្រះដន្តូរស់នៅ។

ហោតុដូច្នេះបើយោ ការស្អារឡើងវិញ មិនមែនជា
ការកែសាសនា គ្រូរាមទារឡើងកៅតមានឡើង។

Explanation

Understanding reasons is an enabling experience that is critical to conversion. Whether it is the reason for this life, or the reason to pray, read the Book of Mormon, or learn about a new church in the first place, reasons are the motivation behind much of what we do. This section will help you to learn how to ask why and inquire about reasons. This section will also help you use the words *because* and *therefore* in Cambodian.

Asking Why

"Why" in Cambodian is asked by saying **ហោតុអ្សី**, literally "what reason." You will also hear the term **ហោតុអ្សីបានជា** (why is it that . . . ?), in more formal or academic settings. Both are acceptable to use as a missionary and will typically be used at the start of a sentence.

តើ + **ហោតុអ្សី(បានជា)** + SVO?

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Examples

ហោតុអ្សីបានជាបានភាពចាប់ផ្តើមពីពួកខ្លឹមពីព្រះគ្រឿស ?

Why do you want to learn from us about Christ?

បងគិតថា ហោតុអ្សីបានជាប្រពេលគ្រឿសសុខចិត្តសុគត្តដំនួសយើង ?

Why do you think Christ was willing to die for us?

ហោតុអ្សីធូលខេរបានមកក្រោមខ្លួន ?

Why did you come to Cambodia?

តើហោតុអ្សីប្រើនអត់រាល់ព្រះគ្រឿសមេរោន ?

Why didn't you read the Book of Mormon?

ពេលខ្លឹមអធិស្ឋាន តើហោតុអ្សីខ្លឹមអត់ទទួលបច្ចេះយ៉ូ ?

When I pray, **why** don't I receive answers to my prayers?

Pattern Practice

ហេតុអី Why	មាន there are (to have)	ព្រះបញ្ជត្តិ ? commandments?
(បានជា) អ៊ូលខីរ/សីលីសីរ Elder/Sister	បាំនី to serve	បេសកកម្ម ? mission?
យើង we	ត្រូវតែ to need to	ប្រចិត្ត ? repent?
មនុស្សដី៖ some people	បនិលោជន៍ to reject	ជំនួយល្អ ? gospel?
ព្រះវរបុត្រាស្ថាតិ Heavenly Father	ស្រួលព្យ័រ to love	បង ? older sibling?
ជីវិតនេះ this life		ពិធាក ? difficult?
ព្យាករី prophet		សំខាន់ ? important?

Because and Therefore

When responding to a “why” question you will often respond using the conjunction “because.” Also, as you explain reasons for events, such as for a cause and effect, you will often use the word “therefore.” In either case, you will use these conjunctions and transitions either at the start of your sentence or to connect two related clauses. The table below lists common words that are used to convey these meanings.

Word	Meaning
ពីព្រោះតែ	because
ដោយសារតែ	because (of)
ដោយព្រោះ	because
ដូច្នេះ	therefore/so
អញ្ចីន	therefore/so

Cause

Examples

ខ្ញុំចង់រៀន ពីព្រោះតែជីវិតខ្លួនអត់សប្តាយ ។
I want to learn **because** I am not happy in my life.

ជីវិតខ្លួនអត់សប្តាយ ដូច្នេះខ្ញុំចង់រៀនពីអ្នក ។
I am not happy in my life, **therefore**, I want to learn from you.

ព្រះគ្រឿងសុខបិត្តសុគតណិន្តសយើង ពីព្រោះតែគ្រឿងស្រួលព្យ័រយើង ។
Christ was willing to die for us **because** He loves us.

ដោយសារសេចក្តីស្រួលព្យ័រនៃព្រះគ្រឿងចំពោះយើង គ្រឿងសុខបិត្តសុគតណិន្តសយើង ។
Because of Christ’s love for us, He was willing to die for us.

ខ្ញុំចាប់មកកម្ពុជា ដោយព្រោះខ្ញុំចង់ជួយអ្នកស្វែងរកសង្គម ។
I came to Cambodia **because** I want to help you find peace.

ខ្ញុំត្រូវបានហេរូបប្រើបសកកម្មនៅ Tacoma អត្ថិថីខ្ញុំបានមក Tacoma ។
I was called to serve a mission in Tacoma, so I came to Tacoma.

ខ្ញុំអត់បានអាជ្ញាប់ពេល
I didn't read because I was too busy.

ខ្ញុំរែបពេក អត្ថិថីខ្ញុំអត់បានអាជ្ញាប់
I was too busy, so I didn't read.

ប្រឹបោលជាលោកពួកអត់ទូលបានចម្លៀយប្រព័ន្ធលោកពួកអត់គានប្រព័ន្ធដូម្ភៈមេរោន ។
Perhaps you didn't receive an answer because you didn't read the Book of Mormon.

លោកពួកអត់គានប្រព័ន្ធដូម្ភៈមេរោន ដូចដឹង៖លោកពួកអត់ទូលបានចម្លៀយ ។
You didn't read the Book of Mormon, so you didn't receive an answer.

Many missionaries wonder if there is a difference in meaning and usage between ពីប្រព័ន្ធ៖ពេល and ដោយសារ៖ពេល. ដោយសារ៖ពេល is more commonly used in day-to-day conversation, while ពីប្រព័ន្ធ៖ពេល is a little more formal. ដោយសារ៖ពេល also has the connotation of "by the means of," "because of," or "by way of," while ពីប្រព័ន្ធ៖ពេល is strictly just "because."

Remember

- "Why" comes at the start of your question and literally means "what reason?"
- "Because" is used to answer "why" questions. It shows the reason for an event or action.
- "Therefore" and "so" are transitions that connect two ideas in a cause and effect manner.

Pattern Practice

	ប្រព័ន្ធរបិបាស្តី Heavenly Father	ត្រូវកែ always	ស្វាប់ to listen	ការអធិស្ឋានរបស់យើង our prayers	ជានិច្ច always	
ពី question word	ប្រព័ន្ធអេស៊ីស្ទី Jesus Christ			ការបំផុសតាំងិត inspiration	ជាចកប without fail (forever)	ទេ ? yes/no?
បាន/ចាំ Yes (M/F)	ប្រើង He		ចាប់អារម្មណា(អំពី) to be interested (about)	ចំណើយរបស់សាធិក សិនាគារការី investigator's answers	(ជា)មិនខាង without fail	(ទេ) (Negator)
អត់ទេ No	យើង We	មិនដែល never		ជីវិតរបស់បងិ older person's life	ទេ (negative particle)	
ហោតុវិស្ស Why?	ដើលខីរ/សីលី Elder(s)/Sister(s)	ចេះពេល always (less formal)	ចង់ចូរ to want (someone to)	យើងអធិស្ឋានទៅប្រើង us to pray to Him	បងប្រសមាន សុភម្លៃល older brother to have happiness	
			រួមសារពីសារពីតាម to choose to follow	ប្រព័ន្ធរបិបាស្តី His Father		

Activities

Personal



Speaking

- A. Open up to the “Ideas for Study and Application” section in chapter 8 of *Preach My Gospel*. The second bullet point under the “Personal Study” section has three questions that help missionaries think about their final day in the mission field. Add the question: Why did you come on a mission? Use “why” and “because” to answer and then record your answers to these questions.



Listening

- B. While sitting in church, listen for the purpose of each talk or lesson. Use “why” and “because” to write down in your language notebook why each topic the speakers speak on is personally important to you as a missionary.
- C. 27b. Listen for alternative forms of the word “because” that people use in everyday conversation. These would include natives using មកពី to mean “because,” as in “ខ្លះអស់កម្មាំង មកពីខ្លះធ្វើការដើម្បី ថ្វីជាងកល់ចោច ។” or ត្រោះអី, which is used to mean “because” by rhetorically asking “because of what?” in the middle of a sentence. For instance: “ខ្លះអត្ថបន្ទិត្យតាត ត្រោះអី តាតតាកយខ្លួរកល់ចោច ។” Write down in your notebook instances where you hear these two forms used, as well as other ones that you hear in conversation.
- D. 27a. The word ម្នប់, frequently contracted to ម្ន, is a very common word that can mean either “what,” “how,” or “why” (this has been previously discussed in an activity in section 15). Its placement in a question is your biggest clue as to what its intended meaning is. When ម្នប់ (or ម្ន) is placed at the beginning of a phrase or question, it means “why.” Listen intently for ម្នប់, which is used frequently in informal speech. You will often hear it paired with កែ or អត្ថិភ័យ or both. For example: “ម្នប់កែស្តីពូលដូរសំប្បរកំបន់ ?” “ម្នប់អត្ថិភ័យ ?” or “ម្នប់បើង ?!” ម្នប់ is used more commonly in literature and songs. For one week, write down every usage of ម្នប់ or ម្នប់ you hear that was used to ask “why.”



Reading

- E. In chapter 5 of *Preach My Gospel* read the section called “The Book of Mormon Answers Questions of the Soul.” Write down in Cambodian a couple of questions that one of your investigators would probably like answered. Use “why” and “because” to ponder and answer some of these questions. Write down some possible answers in a notebook.

For example: ហេតុអីយើងនៅលើដៃនេះ ? យើងនៅលើដៃនេះដីតិត្រោះយើងត្រូវការរួបកាយ ហេយពីត្រោះពុ ៖ ចោចឲ្យយើងម្នាក់មានសេចក្តីអំណារ ។



Writing

- F. 27a. Use various forms of “why” to translate the following questions from English to Cambodian (there may be multiple right answers for each translation). Check your answers.
1. Why can't I just join another Christian denomination?
 2. Why would someone want to die for someone else?
 3. For what reason did you allow us to come back and teach you?
 4. Why do you want to be baptized?
 5. Why did you think that we should talk to her?
 6. Why do you always wear that tie?
 7. For what reason do we need the Book of Mormon?

8. Why don't any of those computers work?
 9. Why do you think Joseph Smith wanted to pray vocally?
 10. Why is your family so important to you?
- G. 27b. Use either ពីរក្រោះ or ដោយសារ to translate the following sentences from English to Cambodian. Note that these words' usages are often interchanged in everyday speech, particularly ដោយសារ, which is used extremely commonly and fluidly in normal conversation. However, in this activity try to translate using their connotations as outlined in the explanation (ដោយសារ = because of, ពីរក្រោះ = because). Check your answers.
1. Right now I don't understand everything, but I obey the commandments because I have faith.
 2. I know that the Church is true because I prayed and received a witness.
 3. I know that the Book of Mormon is true because of the Spirit.
 4. We are exhausted because we have been working hard all day.
 5. We can be clean from sin because of Jesus Christ.
 6. The Great Apostasy happened because of the wickedness of the people.
 7. I am thrilled because I will get to be companions with her.
 8. We are having this meeting today because our zone has been struggling with finding new investigators.
 9. Because of the sacrifice of Jesus Christ, I can feel peace in my heart.
 10. We live because God takes care of us.

Companion



Speaking

- H. 27b. With your companion, talk about why you decided to serve a mission. Also discuss the things you have learned thus far because of your decision to serve.
- I. With your companion, open up your missionary handbook and discuss a rule that you have been keeping diligently. Talk about why we have the rule and what blessings and results you have seen in your mission through keeping it. Find two more rules and repeat the activity. Practice using "why" and "because" as you discuss with your companion.



Listening

- J. Plan to meet with a recent convert or member, and read together the hymn "ចូរកាប់ព្រះពុទ្ធនា" (hymn #150 in the Cambodian hymnal). Ask this member why he or she joined the Church, why he or she wanted to live specific commandments, and what some of the specific blessings are that he or she receives from living certain commandments. Focus on using "why" and "because" to identify the blessings of his or her membership in the Church.
- K. 27b. The next time you follow up with an investigator, recent convert, or less-active member, listen to the reasons they give for keeping or not keeping a commitment. Discuss with your companion why that individual is having a difficult time and ways you can help them overcome any challenges.
- L. 27b. With your companion, ask a native speaker about the different forms of the word "because" in Cambodian and when he or she uses each one. For example, you could ask them what they think the differences are between ដោយសារតែ ដោយសារ ពីរក្រោះតែ ពីរក្រោះ ប្រាក់តែ and ដោយរក្រោះ. Write down what they have to say. If you are still unclear, ask more native speakers until you have a good grasp on each form's usage and connotation.



Reading

- M. 27a. Read this sentence from the talk “Joseph Smith” by Elder Neil L. Anderson:
 «ប្រហែលដាយីសបប្រជាប្រាំងការិយ៍ ទីបានដាម្ចាសនិយាយឡើងវិញមួងទៀតចាំនាងស់នឹងនិយាយទាំងសេចក្តីផ្តើម និងសេចក្តីអារក្ស់អ៊ីលោក ។» How was the phrase បានដារ used? How would you translate បានដារ into English in statements like this? What about when it is used in a question, like in ហេតុអ្នីបានដារ? Does it change the meaning of the question or no? Discuss these questions with your companion. Don’t be afraid to ask a native if you are uncertain or want to understand បានដារ more clearly.
- N. Read “Why the Church” by Elder D. Todd Christofferson from the October 2015 general conference in Cambodian. Take turns reading with your companion, and find all the examples of “why”/“because.” Discuss with your companion why you think the Church is necessary. Use this talk to teach your investigators about the restoration of the Church and its importance.



Writing

- O. Promised blessings often provide powerful motivation to keep the commandments. Copy this chart on a separate piece of paper and, in Cambodian, answer the following questions for each commitment: why do we need to keep this commitment, and what blessings will we receive as a direct result of our obedience to this particular commitment?

Commitment	Why do we need to keep this commitment?	What blessings will we receive because of our obedience to this commitment?
Will you pray to know that God and Jesus Christ are real?		
Will you pray to know that Joseph Smith was a prophet?		
Will you pray to know the Book of Mormon is true?		
Will you attend church on Sunday?		
Will you be baptized?		
Will you live the Word of Wisdom?		
Will you live the law of tithing?		

Cause

Group



Speaking

- P. Make a list of mission rules that may be difficult to follow or understand. In Cambodian, brainstorm together as a district why we have these rules and what blessings everyone has seen in their lives from living those specific commandments. Also, find examples in the scriptures where people have obeyed even though they didn’t fully understand why. Set a goal as a district to renew your commitment to live a certain rule.



Listening

- Q. Invite a local ward or branch missionary, or someone who is preparing to serve a mission, to share their testimony about why they joined the church and why they want to serve. Listen for sentences with “why” and “because.” Write down any of the sentences they said that you liked.

Conditional and Dependent Clauses

Examples

We will remain in the spirit world **until** the Resurrection.

Although Christ performed the Atonement, we have a personal responsibility for our own sins.

Unless we are called by proper authority to do so . . .

Keep going **until** you reach the intersection.

"**If** any of you lack wisdom . . ."

យើងនឹងបន្ទាន់ក្នុងពិភពវិញ្ញាណាយូតដែលការសំឡើង
វិញ្ញមកដល់។

ទោះបារាំដែលគីរិយាយធ្លីជាមួយផ្តើមការសំឡើង
ទុកដាក់ច្បាស់ក្នុងពិភពវិញ្ញាណាយូតដែលការសំឡើង។

សិកលេខាំដែលគីរិយាយសិទ្ធិអំណាចដែលតុ
រឹម ក្រោមដើម្បីធ្វើដោយ . . .។

ទៅរហូតដល់ផ្លូវបែកជាមួន។

តែដើម្បីអ្នកការលំគ្នាលាមួយខ្លះប្រាក់ . . .

Explanation

Conditional sentences are made up of a main clause and a conditional clause. The conditional clause will always be dependent on the main clause of the sentence. For example, in the sentence "If the sister has free time, she will write her recent converts," the sister will only write her recent converts *if* she has free time. The clause *she will write her recent converts* depends on the initial clause *if the sister has free time*. Fortunately, Cambodian uses the same conditional clause pattern as English when stating a conditional sentence. This section will familiarize you with the basic vocabulary for creating conditional sentences.

Setting the Condition

28a There are a number of words used to set the condition of a clause. The most common word pair is *if-then*, but there are others such as *even though*, *unless*, and *until*. Each of these words, or word pairs, will create a conditional statement when used. The most commonly used conditional words are listed in the table below.

Conditional Word(s)	Approximate Translation
បើសិនជាអ្នក . . . នោះ . . .	
ប្រសិនបើ . . . នោះ . . .	If . . . then . . .
បើ . . . នោះ . . .	
ទោះបីជាអ្នក . . . យើងណាក់ដោយ	
ទោះជាអ្នក . . . យើងណា	although . . . /even though . . . / regardless . . .
ទោះ . . . ក៏ដោយ	
ចូល . . . ក្នុង	
លើកលេងតែ	. . . unless . . .
រហូតដល់	
ទាល់ដល់	
ទាប់តែ	. . . until . . .
ឬប្រាជដល់	
ដកបដល់	
ក្រោងតែ	
ក្រោងណោ	in case of/in the event that

Cambodian and English grammar for conditional and dependent clauses are the same. You may state your conditional clause first or last. Notice that conditional words may be used in just one clause or both, and that the interaction of the clauses is based off which words you choose to use. Study the examples below until you feel comfortable with this principle.

Examples

បើសិនជាមួកអាជីវកម្មនេះគឺមិនមែន នោះអ្នកនឹងមានអាមុណ្ឌពីព្រះវិញ្ញាណ។
If you read the Book of Mormon, then you will feel the Spirit.

យើងនឹងទទួលបុណ្យប្រមុជីក បើសិនជាយើងធ្វើឱ្យសាសនាថ្មីនេះជាការពិត។
We will get baptized, if we believe this church is true.

ទោះបីជាប្រព័ន្ធដីនឹងអស់ល្អយក់សារក៏ដោយ ខ្ញុំចូលចិត្តអាជីវកម្មសញ្ញាផី។
Even though all scripture is good, I like to read the New Testament.

តាត់មកព្រះវិហាររាល់ស្តាប់ ដូច្នេះបើតាត់ត្រូវដើរតី។
He comes to church every week, even though he has to walk.

លើកលេងតែបងប្រជិតុ បងមិនអាចទទួលបុណ្យប្រមុជីកទេ។
Unless you repent you cannot be baptized.

ខ្ញុំនៅក្រោមឈរហូតដល់ខែតុលានេះ។
I will be in Cambodia until this October.

តាត់នឹងបង្ហោះទាល់ដល់ចំណុច «ការក្លាត់សាសនាជំ»។
He will teach up until "The Great Apostasy."

Pattern Practice

	តោះ(ជា) Even though	ជីវិតពីបាតក life is difficult	កំដោយ	យើងនឹងទទួលជីវិតធម៌អស់កណ្តុះដានិច្ច we will receive eternal life	
បានចាំ Yes (M/F)	យើងមិនល្អពីភាពខ្មៅ៖ we are not perfect		(តើ) question	ព្រះរិបិតានៅតែក្រសាងត្រូវយើង Heavenly Father still loves us	(ទេ ?) (yes/no?)
អត់ទេ No	អ្នកចង់ទទួលបុណ្យប្រមុជីក you want to receive baptism			អ្នកត្រូវតែប្រជិតុសិន you need to repent first	
	យើងជូយអត់បាន we can't help			ព្រះរិបិតាមាចប្បីយអ្នកបាន Heavenly Father can help you	
	អ្នកមិនទាន់ដឹងពីសេចក្តី ពីពេលវេលា៖ទេ you do not yet know this is true			អ្នកអាចដឹងបានតាមរយៈការអនិ ស្សាន you can know through prayer	
	យើងនឹងទទួលជីវិតធម៌ អស់កណ្តុះដានិច្ច We will receive eternal life		(ទេ ?) (yes/no?)	តោះជា even though	ជីវិតពីបាតក life is difficult
	ព្រះរិបិតានៅតែក្រសាង យើង Heavenly Father still loves us				(យើងណា)កំដោយ even though
				យើងមិនល្អពីភាពខ្មៅ៖ we are not perfect	

Cause

បើ If	បង you	ការព្រះគម្ពីរមន្តន read the Book of Mormon	នៅ៖ then	បង you	នឹង will	មានសុភាមអ្នល have happiness	
បើឈិនជា If	អីប្រស uncle'(older)	ទៅក្រោះវិហារ to go to church	(តើ) (question word)	ព្រះអ្នល God	អាច can	(មិន/អត់) (negative particle)	ជួយអី help you
បើសិនបើ If	អូកមិន aunt (younger)	អធិស្សាន to pray		ព្រះរិបតា Heavenly Father			ដ្ឋីយសំនួររបស់អូកមិន answer your question
	អីប្រស aunt (older)	តែងព្រមិបន្តិប្រាប់បណ្តុតិ to obey commandments		ព្រះយេស៊ូវគីសុ Jesus Christ			ប្រាការពាយ bless
	បងប្រស brother'(older)	ទទួលបុណ្យប្រមុនទិក to receive baptism		ព្រះព្យូណាណហិសុខ Holy Ghost			ទទួលកម្លំង receive strength
	ផ្លូវប្រស Brother'(younger)	ដែលសិទ្ធិ to request help		ផ្លូវប្រស Brother'(younger)			ដឹកនាំផ្លូវប្រស lead you (younger brother)
	បងប្រស sister (older)	សូរ to ask		បងប្រស sister (older)			ដឹងថាសាសនាថ្មានក្រោន់ពិត know that this church is true

Activities

Personal

Listening

- A. Read the following verses that use forms of the word ក្រុង. What was it used to mean? Listen for it in everyday conversation. Note that this concept may be said in a variety of ways, including ក្រុងក្រុងតើ or ក្រុងណ៍ (which is often contracted to sound like "កាសណា").
1. Doctrine and Covenants 98:17
 2. Mosiah 8:12–13
 3. Doctrine and Covenants 38:30



Reading

- B. Read Mosiah 15:19. This verse talks about what would happen if there were no redemption. Notice the if/then structure of the verse. On a separate sheet of paper, summarize in Cambodian what the if/then statements were in the verse.
- C. Read Alma 42:15–21. Write down all of the different types of conditional/dependent statements you read in these verses on a separate sheet of paper.



Writing

- D. Translate the following sentences from English to Cambodian. Any of the forms of "if" will work, so there may be multiple correct answers. Check your answers.

For example: How can we be saved if we are not yet perfect?

តើយើងអាចបានសក្រោះដោយរៀបចាប់ទៅ បើឈិនជាយើងមិនទាន់ល្អភតខ្ងះ ?

1. I don't know if ពួមនិន will be able to get baptized this week.
2. You need to be worthy if you want to go to the temple.
3. Do you know if the Book of Mormon is translated into Vietnamese?
4. Joseph Smith decided that he was going to obey if he received an answer to his prayer.
5. Have you asked your boss yet if you can have Sundays off?
6. We have to be home by 8 o'clock if we don't have a lesson.
7. We will all be saved if we keep the commandments.
8. He doesn't know if he can go or not.

- E. Translate the following sentences that use if/then structures from English to Cambodian. Be sure to use proper if/then structure. Any of the forms of “if” will work, so there may be multiple correct answers. Check your answers.

For example: If you keep your thoughts pure, then you will recognize the promptings of the Holy Ghost. បើអ្នករក្សាតំនិតចូលស្ថាល់ការបំផុសតាំនិតនៃព្រះវិញ្ញាណាបរិសុទ្ធទ។

1. If you study the scriptures, then you will find answers to your prayers.
 2. She said that if we run out of rice, then she will bring us more.
 3. If you eat too much chocolate, then you will get sick.
 4. If I were to leave the Church, I would lose the companionship of the Holy Ghost.
 5. If you speak Cambodian often, then eventually you will be fluent.
 6. If you pray, then God will bless you.
 7. I know that if we endure to the end, then we will receive wonderful blessings at the last day.
 8. If I am afraid to make mistakes, then I will never learn Cambodian well.
- F. Translate the following sentences from English to Cambodian. There may be multiple correct answers for each sentence. Check your answers.
1. Although we are young, we know without a doubt that this Church is true.
 2. Even if we are tired, we will still continue to work hard.
 3. God always loves us, even if we are disobedient.
 4. Even though He doesn't deliver us from all of our trials, God is always there to support and encourage us.
 5. Although he couldn't speak Cambodian very well, I felt the Spirit tell me that what he said was true.
 6. King David still wasn't completely safe from temptation, even though he had done many righteous things in his life beforehand.
 7. Even though Bishop was busy with other things, he still came out to help us teach.
 8. She comes to church every week, even though she is crippled.
 9. Although I can't express all of my thoughts and feelings yet, I can testify that Jesus Christ is our Savior.
 10. Although leaders in the Church are not perfect, they have been called of God, and we should sustain them.

Companion



Speaking

- G. Complete the personal study activity in chapter 10 of *Preach My Gospel* under “A Plan for Overcoming Addictive Behavior.” Talk with your companion about what you would have to do to overcome an addiction if you had one. What would you need to do if you had investigators with addictions? How would you help them? Be sure to use the if/then principle as you discuss this in Cambodian with your companion.
- H. Create 20 sentences with your companion that use the phrase ណើតិលិងពេត. Alternate every sentence between you and your companion. Write down any questions that you and your companion think of with regard to ណើតិលិងពេត’s usage and ask a teacher or native for help.
- I. Switching off between you and your companion every sentence, come up with 20 sentences that use a form of the word “until.” There are many words that can be used to do this, including ដល់រហូតដល់ ទាល់ពេត លុះជល់ and ដាកបជល់. Afterwards, discuss which forms you hear most often.

- J. Phrases like ឪតែ and លុះត្រាតែ convey meanings similar to "only if," "as long as," "so long as," and "provided that." With your companion, practice teaching lesson two in 10 minutes. In that ten minutes, use either ឪតែ or លុះត្រាតែ at least 10 times. Note that if ឪតែ or លុះត្រាតែ is used in the first clause of a sentence, then the second clause will often begin with ទីប.

For example:

- i. យើងអាចត្រួលប់ទៅស្ថានសូគិរព្យាបាន លុះត្រាតែយើងប្រែកដាក់អំពើបាប ។
- ii. ឱ្យតែយើងមកដែនដីសិន ទីបយើងអាចទទួលបានរូបភាពកាយ ។



Listening

- K. Review your last lesson with your companion. Talk about what you did well and what you can improve. Use if/then statements to discuss how things might have gone differently. Example: "If we ask questions throughout the lesson, then we can know how the investigator is feeling" or "If we had invited him to be baptized, then he might have said yes."
- L. Ask a native speaker what they feel like the difference is between using បើ បីសិនជាប្រសិនបើ ប្រសិនណា ប្រសិនបើជា and any of the other iterations of "if" in Cambodian. Write down what they tell you. Ask two or three more native speakers if you are still unsure how these iterations of "if" are different (or the same).



Reading

- M. Sing the first verse of មក មក ពួកបិសុទ្ធ (hymn #18 in the Cambodian hymnbook) with your companion. Notice what words were put in to mean ទោះជា and យ៉ាងណា. How often do you hear this alternative way of saying "although" or "even though"? Is its meaning any different from ទោះជា...យ៉ាងណា? Ask a native speaker if you are unsure.
- N. Read "If Ye Love Me, Keep My Commandments" ("បើអ្នកអាចត្រួលត្រូវព្យាបានឡើង ចូរការតាមបញ្ជីរស់ខ្លួន") by Sister Carole M. Stephens from the October 2015 general conference. Take turns reading with your companion, and highlight all the examples of if/then statements. Discuss with your companion how this story can teach your investigators to keep the commandments.



Writing

- O. Promised blessings often provide powerful motivation to keep the commandments. Use this chart to write some specific blessings for each commitment, as well as blessings for specific investigators. After discussing each one with your companion, write down a sentence that promises if they keep that commitment, then they will receive a specific blessing.

Commitment	What specific blessing do we receive for keeping the commitment?
Will you pray to know that God and Jesus Christ are real?	
Will you pray to know that Joseph Smith was a prophet?	
Will you pray to know the Book of Mormon is true?	
Will you attend church on Sunday?	
Will you be baptized?	
Will you live the Word of Wisdom?	
Will you live the law of tithing?	

Group

Speaking

- P. Scenario: You and your companion have been meeting with an investigator named ລົ້າ who has been learning with you for a couple of weeks now. She likes the things that you have taught her, but she doesn't quite understand how these things will directly help her life. With your companion, have one missionary take the role of ລົ້າ and the other of the missionary. Help ລົ້າ understand how the gospel pertains to her and how it can help her by promising her specific blessings that she will receive if she keeps the commitments that you have extended to her. After promising blessings, recommit ລົ້າ to read the Book of Mormon, pray, and go to church. After you are finished, switch roles and do it again.
- Q. Scenario: You and your companion are at ຜິເສນູ້ນໍ້າ's house sharing the story of Lehi's dream and talking about the importance of sharing the gospel. He says he has friends that he thinks might be interested to learn, but he is too afraid to approach them. Help ຜິເສນູ້ນໍ້າ to have the courage to share the gospel by promising him blessings if he does. With another companionship, read selected scriptures out of 1 Nephi 8 about Lehi's dream and promise ຜິເສນູ້ນໍ້າ blessings if he shares the gospel with his friends and family. After you are finished, switch roles and do it again.



Listening

- R. ສຸ່ພື້ນຕາ is confused with the commandment of praying often. Listen to her explain her understanding of prayer. Seeing that ສຸ່ພື້ນຕາ already has a testimony of the Church, she doesn't know why she needs to continue to pray. With your companion, have one missionary take the role of ສຸ່ພື້ນຕາ and the other of the missionary. Using this grammar principle, teach ສຸ່ພື້ນຕາ that prayer is used for more than just receiving answers to questions. Teach her the many things we should pray about. When you are finished, switch roles and do it again.

Review: Cause and Effect

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Cause and Effect

- If . . . then
- Because

Activities

Personal



Speaking

- A. Come up with as many “if . . . then” statements that pertain to the Word of Wisdom as you can.
For example: If I eat plenty of fruits and vegetables, then I will have the energy to teach.



Listening

- B. In your today, listen for different “why” questions and how each are responded to. Write these questions and responses in your language notebook. If the questions and phrases were said in a way you had never heard before, especially unique ways of saying “why” or “because,” take special note.



Reading

- C. Read “Pre-Earth Life: God’s Purpose and Plan for Us” from lesson 2 in *Preach My Gospel*. Pay attention to the “why” questions in this section. Write down how your life has improved because of your knowledge of the plan of salvation.



Writing

- D. Translate the following sentences from English to Cambodian. Check your answers.
1. Because God is our Father, He wants to communicate with us.
 2. Why do we need to be baptized?
 3. I want to testify of Christ because I know He loves each of us.
 4. If you will sincerely pray, God will let you know why you need to get baptized.
 5. Because Joseph Smith asked God, he obtained answers to his prayers.
 6. Why can’t you drink tea?
 7. If you receive an answer to your prayers, will you be baptized?
 8. Why did people reject the prophets?
 9. Because of Jesus Christ, I can be with my family forever.
 10. Because everyone has their agency, some people will choose not to follow Christ.
- E. Watch the video “Because of Him” in English. Translate it into Cambodian on a separate sheet of paper, as if you were writing subtitles for it.
- F. Write a 5-minute talk about Jesus Christ’s Atonement in Cambodian. Describe what Christ did, why He did it, and what effect it has on us. Read your talk to a native or your companion to get

feedback on your use of cause and effect. Remember to bear your testimony at the end of your talk.

Companion



Speaking

- G. Watch Elder Bednar's videos "Patterns of Light" (3 parts). Discuss with your companion in Cambodian about why we receive revelation the way we do. Use these descriptions to help someone who is struggling receive an answer to his or her prayers.
- H. Choose a commitment from lesson 3 in *Preach My Gospel*, and ask why someone needs to keep that commitment. Find a scripture that supports your answer. Then discuss what blessing you can receive from keeping that commitment. Use this exercise to teach someone that may be struggling to keep commitments.



Listening

- I. Role-play visiting a less-active member. Refrain from asking directly why he or she has stopped attending church; instead, ask questions to get a sense of why he or she has stopped coming. Share a message with this member and invite him or her to keep a commitment.



Reading

- J. Read the baptismal interview questions from chapter 12 in *Preach My Gospel*. Use cause and effect to answer the following questions with your companion for each of the baptismal interview questions.
 - 1. Why is it important for your investigator to believe these principles?
 - 2. Why is it important that your investigator is following these commandments?
 - 3. State what blessings your investigator will receive because he or she follows the gospel principle or commandment this question is about.

Group



Speaking

- K. Scenario: ນີ້ is 22 years old and has been learning with the missionaries for about four months. He consistently comes to church, prays, and reads his scriptures. ນີ້ struggles with understanding and keeping the law of chastity, specifically in regard to same-gender attraction. Using the grammar principle for this section, help ນີ້ understand the reasons why Heavenly Father has given us the law of chastity and why it is important to keep that commandment. Be especially sensitive to ນີ້'s needs, as this topic is a delicate subject.

Asking and Answering Questions About Quality, Quantity, Number, and Sequence

Purpose

This function is to help you talk about amounts, as well as frequency of events. The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- **These four** books of scripture comprise the standard works. (Quantity)
- We ate **three bowls** of rice. (Classifiers)
- **How much** do we need to pay in tithing? (Additional Quantity Terms/Concepts)
- We have Fast Sunday **once a month**. (Frequency)
- In the **entire** world, there is **only** one true Church. (Inclusive and Exclusive Words)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Gospel Blesses Families" (How does the gospel help our families be better?)
- "The Great Apostasy" (How are people and conditions different during a time of apostasy?)
- "Kingdoms of Glory" (Which kingdom is the highest? The lowest?)
- "Through Christ We Can Be Cleansed from Sin" (In what ways can we be more like the Savior?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Make a Purchase" (When selecting an item to buy, which is the best? Why?)

Quantity

Examples

We ask thee to bless the people of **this** area.

We say **these** things in the name of Jesus Christ, amen.

We would like to meet with you **twice** a week.

Could we come **an hour** later?

Faith in Jesus Christ is the **first** principle of the Gospel.

ពួកទូលបង្គំសូមឡ្ខច្ចន់ប្រទានពារដល់មនុស្សនៅក្នុងតំបន់នេះ ។

ពួកទូលបង្គំសូមពេលពាក្យទាំងនេះនៅក្នុងព្រះនាមនៃព្រះយេស៊ូវគ្រឿស្តី អាមេន ។

យើងចង់ជួបអូកម្មយសតាមប័ណ្ណរួម ។

តើយើងអាចមកជួបម្មយោះបានទេ ?

សេចក្តីផ្តើមប៉ុន្មានព្រះយេស៊ូវគ្រឿស្តីដែលការណ៍ម្មយនៃជំនួយណា ។

Explanation

This section focuses on vocabulary and grammar that is associated with quantities. It includes an overview of the Cambodian number system and the mechanism for counting and using ordinal numbers. You will also learn about giving and receiving phone numbers. The second part of this section focuses on questions and answers relating to quantity as well as how to use demonstratives.

Numbers

The Cambodian number system is very similar to the English number system. This section will give you a brief overview of counting and ordinal numbers. You will also learn the specific areas where using numbers in Cambodian is different from English.

Note: Before continuing this section it may be helpful to review the script for Cambodian numbers found in Section 1. For your convenience, they are also listed here from 0-9, ០១២៣៤៥៦៧៨៩.

Counting

Cambodian counting uses a base ten system just like English but with a few differences. Unlike English, the numbers 6–9 are said as five-one (6), five-two (7), five-three (8,) and five-four (9). (It is technically a base five system for the first 10 digits.) Instead of these digits having their “own” name, they are called out based on how far they are from the number five. Also, in English we sometimes mix our number position names, for example we say thirty-five-hundred instead of three-thousand-five-hundred. Cambodians rarely ever do this for numbers ranging from 1,000 to 10,000. For numbers larger than 100,000 it is acceptable. Like English, Cambodian has unique names for the tens-place holders in the language (10–90), instead of referring to them as “two-ten” (20), “three-tens” (30), etc. The Cambodian language also has unique names for the ten-thousand (10,000), hundred-thousand (100,000), and ten million (10,000,000) place holders in their language. So, you won’t often hear them say “fifteen thousand” or “one-hundred-twenty-thousand,” instead they would say “one-ten-thousand—five-thousand” and “one-hundred-thousand-two-ten-thousands.” Study the number list below until you are familiar with the Cambodian system of counting.

Note: For help talking about decimals and fractions, see section 31 Math Terms.

Number	Cambodian Numeral	Translation	Numerical
មួយ	១	one	1
ពីរ	២	two	2
បី	៣	three	3
បុន	៤	four	4
ប្រាំ	៥	five	5
ប្រាំមួយ	៦	six (five-one)	6
ប្រាំពីរ (ប្រាំពិល)	៧	seven (five-two)	7
ប្រាំបី	៨	eight (five-three)	8
ប្រាំបុន	៩	nine (five-four)	9
ដប់	១០	ten	10
ដណ្តាប*	១១-១៩	eleven-nineteen	11-19
មែក	២០	twenty	20
សាម(សិប)	៣០	thirty	30
សែស(សិប)	៤០	forty	40
ហាស(សិប)	៥០	fifty	50
ហុក(សិប)	៦០	sixty	60
ចិត្ត(សិប)	៧០	seventy	70
ប៉ែត(សិប)	៨០	eighty	80
កោ(សិប)	៩០	ninety	90
រយ	១០០	hundred	100
ពាន់	១,០០០	thousand	1,000
មីន	១០,០០០	ten-thousand	10,000
សែន	១០០,០០០	hundred-thousand	100,000
លាន	១,០០០,០០០	million	1,000,000
ដប់លាន/កោដី	១០,០០០,០០០	ten-million	10,000,000
មួយរយលាន/ដប់កោដី	១០០,០០០,០០០	hundred-million	100,000,000
មួយពាន់លាន/មួយរយកោដី	១,០០០,០០០,០០០	billion	1,000,000,000

*Traditionally, numbers 11–19 are said “ten-one, ten-two, ten-three . . . ten-five-three, ten-five-four” (ដប់មួយ ដប់ពីរ ដប់បី . . . ដប់ប្រាំបី ដប់ប្រាំបុន), but the term ដណ្តាប is often used in everyday speech to say numbers 11–19. For example the numbers “eleven, twelve, and thirteen” may be said as “មួយដណ្តាប ពីរដណ្តាប បីដណ្តាប.” This is not used in writing, only speaking.

Examples

សាសនាប្រជាពលរដ្ឋកុំចាំណាយប៉ុករាប់លានដុល្លារដើម្បីផ្តល់មនុស្សដោយ
Our church spends **millions** of dollars to help others.

មួយសហស្វ័គ្រ ស្មើនឹងមួយពាន់ឆ្នាំ ។
One millennium is **a thousand** years.

កូនចោអូត្រាំលាតានរៀងនៅទីរបោគសានអស់សែលឆ្នាំ ។
The children of Israel wandered the wilderness for **forty** years.

Number	#	Translation	#	Use
ឯក	១	one/single	1	prefix
មួយគូ	២	two/a pair	2	fruits and veggies
ទៅ	៣	two/second	2	prefix
ទី / ទូ	៤	two	2	prefix
ត្រី / ត្រា / ត្រីយ	៥	three	3	prefix
ចិត្ត	៧	four	4	prefix
មួយដីបរ	៨	four	4	fruits and veggies
បញ្ញា	៩	five	5	prefix
ចញ្ញា	៦	six	6	prefix
សប្តា	៧	seven	7	prefix
អង្គ	៨	eight	8	prefix
នប្ប / នំ	៩	nine	9	prefix
ទស	១០	ten	10	prefix
ទ្វាស	១២	dozen	12	religious/ancient
ត្រីទស	១៣	thirteen	13	religious/ancient
អសាតីស	២៨	twenty-eight	28	religious/ancient
ត្រីទិស	៣០	thirty	30	religious/ancient
មួយដុល្លារ	៤០	forty	40	fruits and veggies
ពីរដុល្លារ	៨០	eighty (two-forty)	80	fruits and veggies
សត	៩០០	one hundred	100	prefix
មួយស៊ីក	៤០០	four hundred	400	fruits and veggies
សហ	៩០០០	one thousand	1,000	prefix

*KHR is the English abbreviation for the currency unit of the Cambodian រៀល.

Ordinal Numbers

An ordinal number is a number that indicates rank or numerical place, as in "first, second, third . . ." Ordinal numbers are often used when talking about the scriptures, or in other contexts where positioning is important. Cambodians tend to reference scriptures in a way that feels like old English, like how Joseph Smith refers to James 1:5 as "the epistle of James, first chapter, fifth verse . . ."

29e

Noun + ទី* + Number		
Noun	ទី	Number
ជំពូក	ទី២	ម្វោយ
	<i>Chapter two</i>	
៨	ទី៥៧	បាន(សិប)ត្រាំពី៦
	<i>verse fifty-seven</i>	
គោលការណ៍	ទី១	ម្វោយ
	<i>the first principles of the gospel</i>	

*In conversational Cambodian, the ទី is often dropped to increase the speed of speech. In many circumstances the ទី is just assumed, allowing regular numbers to function as ordinal. There are still some circumstances where you would always include the ordinal indicator ទី before a number. Listen to natives to know when it may be okay to drop this in your own language habits.

Examples

នីវេហ្គទីពីរ ជំពូកទីដប់ ខទីប្រាំបីន ។

Second Nephi, chapter ten, verse nine.

នីវេហ្គទីបី ជំពូកទីម្វោយ ខទីប្រាំ ។

Third Nephi, chapter one, verse five.

គោលលទ្ធផលសេចក្តីសញ្ញា កណ្តាលទីម្វោយ ខទីដប់ ។

Doctrine and Covenants, section twenty-five, verse ten.

ខ្លួនជាកុងក្រុងព្រៃសបែនក្នុងខ្លួន ។
I am the **second** child in my family.

នេះជាប្រព័ន្ធដើម្បីដែលធ្វើមួយថ្មីនៅថ្ងៃនេះ ។

This is the third family to make us food today.

Asking and Answering “Which and Which Number” Questions

In section 22 you learned about how to ask generic “which” questions. In this section we will build off of that knowledge and discuss how to ask “which” when referring to ordinal numbers (e.g., which verse, which chapter). We will also discuss how to answer both of these types of “which” questions using demonstratives and ordinal numbers.

Asking Which Number

Asking “which number” combines the term you learned in the previous section, ទី, as well as a new term, ប័ណ្ណាន. Using these two words helps you to ask questions like “which verse,” “what number bus,” “which chapter,” and other similar questions.

29f

Noun + ទី + ប័ណ្ណាន* ?

*sometimes shortened to just មាំន

Noun	ទី	ប័ណ្ណាន ?
ដំឡិក	ទី	ប័ណ្ណាន ?
Which chapter?		
ខ	ទី	ប័ណ្ណាន ?
Which verse?		
តែលការណា	ទី	ប័ណ្ណាន ?
Which section?		
លេខ	ទី	ប័ណ្ណាន ?
Which number?		
ឆ្នាំកំ	ទី	ប័ណ្ណាន ?
Which grade?		

Using Demonstratives to Answer “Which” Questions

Demonstratives are words that can help to specify a noun. For example, if you asked, “Which bed is yours?” your companion might reply, “This bed is mine.” Words like this, that, these, and those are the words you will use to respond to generic “which” questions or questions that ask “which one?”. In Cambodian, demonstratives always come after the noun they modify.

29g

Noun + ទាំង + (for plurals) + demonstrative?

To respond to “which number” questions, replace the word ប័ណ្ណាន with the appropriate ordinal number.

Examples

សូមអានដំឡិកនេះ ។
Please read **this** chapter.

សូមអានដំឡិកទីប្រាំពីរ ។
Please read chapter **seven**.

ខ្ញុំសូមអានខ្លោន ។
I will read **that** verse.

ខ្ញុំសូមអានខ្លួចបុរី ។
I will read verse **sixty-three**.

តើបងនឹងអានកណ្តាចាំននោះទេ ?
Will you read **those** sections?

តើបងនឹងអានកណ្តាចិត្តប្រាំម្អូយដល់ចិត្តប្រាំពិលទេ ?
Will you read section **seventy-six** through **seventy-seven**?

Remember

- Cambodian has unique names for many numbers.
- Ordinal numbers are indicated using the particle ទី.
- ទី + ចំនាស is used when asking “which number” questions.
- Demonstratives are used when answering “which” questions.

Activities

Personal



Speaking

- A. As you walk around or peddle on your bike, count your steps or strokes out loud. See how quickly you can count by increasing your speed. For extra practice, try counting by even or odd numbers. Then practice going by tens (ten, twenty, thirty . . .). Count up to 100 and then count backwards.



Listening

- B. When speaking, Cambodians will often drop the សិប part of tens-units like សាមសិប សែសិប ហាសិប ។សិប Listen for this as you talk with people throughout the day. Practice counting by tens as fast as you can without saying សិប. Do it until you can count to one hundred by tens as fast as you can count to ten by ones. After you have mastered counting forwards, practice counting by tens backwards (still without saying សិប).
- C. In colloquial spoken Cambodian, the word ដំណូច is often used to say the numbers 11–19. For example, instead of saying ដំបីមួយ for the number 11, native speakers will often say មួយដំណូច, or instead of saying ដំបីប្រាំបី for the number 18, they will say ប្រាំបីដំណូច. Listen for this as you talk to people today. When they say numbers like this to you, repeat the number as they said it.
- D. Write down a few large numbers (in the hundreds of thousands or millions). Go and ask several different native speakers how they would say each number. See how different their responses are. What was the most common way to say each of these numbers?



Reading

- E. Read the following scriptures in Cambodian and write the number said within the verse on a blank piece of paper using Cambodian numerals. For example: Ether 6:11 ៣៥៥. Check your answers. Note there may be multiple numbers listed in a single scripture. Say the numbers out loud as you rewrite them. Check your answers.
1. Alma 2:19
 2. Alma 57:6, 25
 3. Mormon 1:11
 4. Mormon 2:2, 3, 9
 5. Ether 15:23, 25

- F. Read the following verses. Read them in English first. Before you open up to read each one in Cambodian, try and determine how the phrases “hundreds” or “thousands” or “tens of thousands” might have been translated in each verse. Then see how the translators chose to express those concepts.

1. Alma 28:2, 11
2. Alma 60:5
3. Jacob 7:7
4. Jacob 4:4
5. Alma 3:26

- G. The following parables contain numbers. Read them, and retell one of them to your companion in Cambodian. Focus on using numbers correctly.

1. Ten Virgins (Matthew 25:1–13)
2. Ten Lepers (Luke 17:12–19)
3. Lost coin (Luke 15:3–10)
4. Talents (Matthew 25:14–30)



Writing

- H. Translate each number from English to Cambodian. Spell the number out in Cambodian first, then write the number in Cambodian numerals. Check your answers.

For example: 71 ីិតិសិបម្បយ ៧១.

1. 21
2. 2016
3. 184
4. 549
5. 329,897
6. 18
7. 1820
8. 1,041
9. 70,051

- I. Challenge yourself and your companion to write numbers in your daily planner in Cambodian script this week. Every night at daily planning or when you are reporting your numbers from your daily planner, say the numbers out loud in Cambodian.

- J. Translate the following sentences. Be sure to use either នេះ or នេះ in each of your answers. Check your answers.

For example: This computer is broken. កំពូងទីនេះអត់ដើរ ។

1. I love this verse.
2. They live on that street.
3. This is my favorite hymn.
4. This book has changed my life.
5. I love this country.
6. I have eaten that before.
7. Why is this church true but that church isn't?
8. This week we have been very busy.
9. Where did that come from?
10. That man looks like he needs some help.

- K. Remember that all things in Cambodian can be inherently singular or plural unless specified. The answers you gave for the sentence in activity J follow that principle. In this activity, retranslate each of the ten sentences from activity J, but this time write each sentence two different ways: one way that is singular and another that is plural. Check your answers.

For example: កំពូងទីនេះអត់ដើរ ។ កំពូងម្នាយនេះអត់ដើរ ។ កំពូងទាំងនេះអត់ដើរ ។

Companion



Speaking

- L. Obtain a copy of *The Testimony of the Prophet Joseph Smith* pamphlet. Use this information to identify the following important dates in Church history. Use the year of the event to describe to your companion what happened on that date in Cambodian. Note that in Cambodian you cannot say 1820 as "eighteen twenty." You must say "one thousand eight hundred and twenty."

1. 1820
2. 1823
3. 1829
4. 1830
5. 1847

- M. Practice sharing some of your favorite scriptures with your companion. Before you share each verse, your companion will ask you what number the verse is by using ទីបីន្ទាន (or ទីម៉ាន) to ask you a question. Tell them the reference in Cambodian so that they can flip open to it. Be sure to practice using ទី as you give these scripture references. Switch off every verse between who asks for the verse number and who gives the reference. Practice giving three verses each. Note that in everyday conversation, ទី can often be assumed, and it therefore goes unspoken in certain contexts, like in giving scripture references for example.



Listening

- N. Listen with your companion for words that are used in everyday speech in place of នេះ and នេះ. Common ones include បីនឹង and “នាប់”/“នស់.” Discuss if they're any different from នេះ and នេះ with your companion.

- O. Cambodians often place the word មួយ directly after some verbs in casual circumstances, even intransitive verbs (verbs that can't take a direct object and therefore would never have a មួយ after them normally). For example, you might hear someone say “ចាំខ្លួនកម្មយសិន.” ដោក is an intransitive verb and would never have an object or have a មួយ in front of it, but in this case, មួយ is being used to kind of make the verb seem transitive, giving the sentence a playful or comical effect. With your companion, try and listen for when Cambodians use the word មួយ in circumstances like this. Write down the phrases that you hear and share them with your companion.

Group



Speaking

- P. Scenario: Today in your lesson, you taught នី about the importance of prayer, and you want to ask him to say the closing prayer. He says he is willing to pray, but he isn't sure how to do it. With your companion, have one missionary take the role of នី and the other the role of the missionary. Teach នី the steps of prayer. Use ordinal numbers to list the steps.
- Q. Practice giving and taking phone numbers from people. Everyone should come up with a random nine digit phone number (the first digit should be 0, as that is how phone numbers always begin in Cambodia). Then walk around the room and practice contacting. Give a brief 30-second contact, and then ask for his or her number. Try and give your numbers as quickly as possible to each other. Mix up how you give your number as well. For example, if my number were 012 988 437, I could say “ឈ្មោះលេខបីនាទី ត្រូវបានបង្ហាញដោយសាមញ្ញបានពីរ” or “ឈ្មោះលេខបីនាទី ត្រូវបានបង្ហាញដោយសាមញ្ញបានពីរ.” Do this for ten minutes, or until you've had the chance to practice taking a number from and giving your number to each member of the group. After someone has taken your number, make sure your number and the number they wrote down are the same. If they aren't, figure out the cause of the miscommunication.

Classifiers

Examples

Do you know anyone who would like to receive a copy of the Book of Mormon?

តើអ្នកដូចនេរណាម្នាក់ដែលចង់ទូលប្រាប់គម្ពីរមេរោន
មួយក្នុងឡើ ?

When Christ died, His body remained in the tomb for three days.

ពេលប្រាប់គ្រឿសសុគត្ត រួបភាយបែស់ប្រើបាននៅក្នុងផ្ទះ
យ៉ះពេលបីថ្ងៃ ។

When the light rested upon me, I saw two Personages.

កាលពីនេះក្នុងស្ថិតចំណើនបានយើងត្រូវអង្គពី ។

Peter, James, and John (three of Christ's original Apostles) appeared and conferred . . .

ពេត្តិស យ៉ាកុប និងយុងហាន (ជាមនុស្សបីនាក់ ក្នុងចំណោះ
មសាករកដើមបែស់ប្រាប់គ្រឿស) បានមកដូចបានយើងប្រើបាន . . . ។

This weekly planning may take two to three hours to complete.

ការងារកំដែនការណ៍ប្រចាំសប្តាហ៍នេះ
អាចចំណាយពេលដល់ពីរ មួយបីម៉ោងដើម្បីបំពេញ ។

Explanation

A classifier helps to define a number when used in the context of a sentence. If Mary had two slices of bread, that would be very different from two loaves of bread, which would be even more different from two shelves-full of bread. In each case Mary has two somethings of bread, but those somethings make all the difference in understanding how much bread Mary has. The words slices, loaves, and shelves are all classifiers of how much bread Mary has. Cambodian uses hundreds of classifiers that help give a specific size and meaning to your words and numbers as you speak the language. This section will focus on the specific grammar of using classifiers. For a more comprehensive list of the most commonly used classifiers, see the appendix.

Basic Grammar

Classifiers include terms like loaf, pair, outfit, platoon, and generation, that have a very specific pairing with nouns and are used in specific settings. Classifiers also include terms that we use to measure properties like kilograms, meters, liters, gallons, seconds, hours, and degrees. In Cambodian, there are also generic classifiers that indicate an object of a specific size and shape. Regardless of the type of classifier though, the grammar is the same.

30a

Noun + number + classifier

Noun	Number	Classifier
គោគ	បី	ក្នុល
three head of cattle (cow three heads)		
គម្ពីរ	ពីរ	ក្នុល
two books of scripture (scripture two volumes)		
ប្រពន្ធនា	មួយ	នាក់
one wife (wife one person)		
ទម្ងន់	៩០	នាក់
90 kilograms (weight 90 kilograms)		
បុច្ចិ	៩០០០	ដឹង
1,000 pens (pen 1,000 sticks)		

Cambodian uses classifiers with almost everything. Get in the habit of using classifiers when speaking about numbers and amounts. When uncertain whether a particular noun has a classifier, or when you don't know the correct classifier, ask a native to help you. You will gain their confidence and respect as they see you work hard to learn their language.

Examples

ពួសាន្តមានគោបីក្បាល ។

Pu San has three heads of cattle.

គម្ពិរពីរក្បាលតាំងគ្មារដែលក្រឹមពីព្រះយេស៊ូវគ្រឿស ។

Two books of scripture support each other as testaments of Jesus Christ.

ព្រះអង្គគ្រែងបានបងប៉ែយើងគ្រោតមានប្រពន្ធដែម្បួយនាក់ ។

The Lord has commanded that we each have only one wife.

ពួកគាត់ទើបតែទិញអង្គរអស់៩០គីឡូ ។

They just bought 90 kilograms of rice.

ពួកខ្ញុចចង់បរិច្ឆេទបិច១០០០ដើម្បីសាលាបឋមសិក្សាបស់លោកអ្នក ។

We would like to donate 1,000 pens to your school.

When there is only one of something, the number one can sometimes contract and combine with the noun or classifier that it describes. This is not true for all nouns, but it happens frequently enough to merit mentioning here. When this happens, the ម sound is added to the start of the noun that there is only one of.

ម្អូយ + noun/classifier → ម + noun/classifier

Noun

ម្អូយ

one day

ម្អាន

one plate

ម្អូ

one pair

ម្អូ

one verse

ម្អែល

one dollar

ម្អូយ

one hundred

Although the norm is to include a classifier with any noun you are counting, there are some nouns that simply do not have classifiers. These nouns are often abstract nouns, or sometimes commonly used nouns, that for some reason, don't fit into any classifier category. In these unique circumstances, a noun can function as either the subject of the phrase or the classifier. Therefore, either a noun + number or a number + noun (classifier) order can be used (for instance: ខ្ញុមានសំណ្ងាបី and ខ្ញុមានបីសំណ្ងាបី are both technically correct). You will also sometimes hear sentences where an obvious classifier is used on its own, without a noun being stated beforehand. If the noun is missing, but a clear classifier is still used, the number has to come before the classifier in your sentence. For instance: ឱើងឱើងប្រុងនាក់ is missing the noun មនុស្ស, but since នាក់ is obviously a classifier, it still has to go after the number.

Examples

តើម្ខោចទៅការ ខ្ញុំទូលបណ្ឌរដ្ឋមុជទីក ។
Only one more day and I will be baptized.

ខ្ញុំមានសំណ្ងាបូយអំពីមេដែននេះ ។
I have a question about this lesson.

សង្កាត់នេះ: យើងបង្ហះនានហើកសិបមេដែនដែលមានសមាជិកចូលរួមបង្ហះជាមួយ ។
This week we taught sixty member present lessons.

គាត់មានតំបន់ ។
He only has one plate.

យើងបង្ហះតំបន់មេដែន ។
We only sang one verse.

Adding Demonstratives

When used with classifiers, demonstratives are placed after the classifier in one of two ways, as shown below.

30b

Noun + Number + Classifier + (ទាំង) + នេះ/នៅ:

Noun	Number	Classifier	(ទាំង)នេះ/(ទាំង)នៅ:
អ្នកជូនដ្ឋាយសាសនា	ពី២	នាក់	(ទាំង)នៅ:
			those two missionaries
ទូរសព្ទ	ប្រាំ៥	គ្រឿង	(ទាំង)នេះ:
			these five telephones
បទគម្ពីរ	ភ័យៗពាន់	ខ្លំពី២	(ទាំង)នៅ:
			those thousands of pages of scriptures
ដបទីក	ពី២	ដប	(ទាំង)នេះ:
			these two water bottles
អ្នករៀន	ដប់	នាក់	(ទាំង)នៅ:
			those ten investigators

30c

Noun + (ទាំង) + Number + Classifier + នេះ/នៅ:

Noun	(ទាំង)	Number	Classifier	នេះ/នៅ:
អ្នកជូនដ្ឋាយសាសនា	ទាំង	ពី២	នាក់	នៅ:
				those two missionaries
ទូរសព្ទ	ទាំង	ប្រាំ៥	គ្រឿង	នេះ:
				these five telephones
បទគម្ពីរ	--	ភ័យៗពាន់	ខ្លំពី២	នៅ:
				those thousands of pages of scriptures
ដបទីក	ទាំង	ពី២	ដប	នេះ:
				these two water bottles
អ្នករៀន	ទាំង	ដប់	នាក់	នៅ:
				those ten investigators

Examples

អ្នកធម្មោយសាសនាាំនឹងពីនៅក់នោះបានដូចខ្លួនណាស់ ។
Those two missionaries helped me so much.

សូមផ្តល់ទូរសព្ទទាំងប្រាំគ្រឿងនេះ ដល់មណ្ឌលគោនស្តាយ ។
Give these five telephones to the Kean Svay District.

បទគ្មីករបៀបនៃទីកទាំងពីរដែលបានបែងប្រើ ។
Those thousands of pages of scriptures were destroyed.

កំត្ថុចង្វារបិទីកទាំងពីរដែលជាប់អ្នក ។
Don't forget these two water bottles are yours.

យើងបានជាក់កាលហិច្ឆេទជាមួយអ្នករវាងទាំងដប់នាក់នោះហើយ ។
We already set a date with those ten investigators.

Remember

- Classifiers are words that add size, amount, and meaning to your numbers and nouns.
- Cambodian uses many more types of classifiers than English.
- Using the correct classifier will set you apart as an excellent language speaker.
- A list of the most commonly used Cambodian classifiers is in the appendix.

Pattern Practice

លេខ		មាន have	ប្រាជៈគីមីរមេន Book of Mormon	មួយ one	កូណុល book/volume	
តើ question word	យើង We	(មិន/អត់) (negative particle)	បង្រៀន to teach	អ្នករៀន investigator	ពីរ two	នាក់ person
បាន/ថា Yes (M/F)	អ្នក You		យើង to see	បង្ហួន siblings	បី three	នាក់ person
អត់ទេ No	ក្រុមគ្រឿសនានាំ That family		ពិសា to eat	មួប food	បួន four	បាន plate
	ពួកខ្លំ We		ចង់បាន to want (a noun)	រូបថត photo	ប្រាំ five	សន្លឹក sheet
	បងប្រស Older brother		ទិញ to buy	ស្បែកដើង shoe	ប្រាំមួយ six	គូរ pair
	ពួកគេ They		ត្រួសរក to find	សំបុត្រ letter	ប៉ុន្មាន how many?	ច្បាប់ article (letters)

Activities

Personal



Speaking

- A. Practice using classifiers by classifying everything you see in your room. Classify things like the people, the chairs, the beds, the books, and the papers. Also, talk about the dimensions and other characteristics of the room using units of measurement (i.e., describe the length, width, area, height, temperature, etc.).
- B. As you ride your bike, practice classifying everything that you see along the road (e.g., people, the signs, the streets, the buildings, the dogs, the clouds, the trees, the fields, or the motos, etc.).



Listening

- C. You know that a classifier will only appear after a number, so, for a day, listen intently to all words that come after numbers. Are they classifiers? Do you know the word? Write down any words you don't recognize and learn their meaning and usage.
- D. When a classifier is used right after មួយ, then មួយ and the classifier will often be shortened. For instance, "one plate of rice" is technically បាយមួយចាន់, but it is typically said បាយមួន. Or "one day" is technically មួយថ្ងៃ, but is often said ថ្ងៃ. Listen for contractions like this as you are out today. Practice using these contractions as you speak as well.
- E. Listen for classifiers to be used in situations where their literal meaning might not exactly fit. Different classifiers can be used in different situations to express humor, respect, intimacy, or derision. Sometimes, intentionally using the wrong classifier paints a humorous picture in the listener's mind or exaggerates the size, shape, or character of something. These usages can be particularly common when classifying people or groups of people. Write down examples of what you hear, and try to determine what connotation they meant to get across by using that particular classifier.



Reading

- F. Read Job 42:11–13 in the Cambodian translation of the Bible. On a separate sheet of paper, write down each object listed, and write down the corresponding classifier used next to it. For those objects that didn't have a classifier used with them in this translation, write down an appropriate classifier that could have been used with them. For example: ក្រុងប្រុសពី → ក្រុងប្រុសពីនាក់



Writing

- G. When using demonstratives (like នេះ or នៅេះ) in combination with a plural number of objects in Cambodian, the order can be tricky. Practice translating the following sentences on a separate sheet of paper. Use the order (noun) + ទាំង + # + classifier + នេះ/នៅេះ to do so. Check your answers.

For example:

- i. I love those two companionships of missionaries. ខ្ញុំស្រលាតព័ត៌ម្យកម្មុប្បុរាណទាំងមែនោះ ។
- ii. Take these five boxes to the kitchen. យកទាំង៥ប្រអប់នេះទៅដាក់ក្នុងផ្ទៃបាយ ។

1. Let's lift these 10 bags of rice into the truck.
2. I love these eight children of mine.
3. Those four houses flooded.
4. We ride those two bikes over there.
5. These four books of scripture all came from God through prophets.
6. We ordered these three dishes for lunch.
7. Where those three roads intersect is called ប្រមុះប្រឹក.
8. I want to buy these five mangos.

Companion



Speaking

- H. Practice talking about measurements by describing to your companion the dimensions and sizes of things using units of measurement. When doing this, practice inserting the word being measured into the sentence (like weight, length, height, etc.). Practice describing the measurements of five things in this manner to your companion, then switch.

For example:

- i. ក្រឹកីនេះមានទម្ងន់ ២០០គីឡូ "This water buffalo has weight 200 kilos."
 - ii. ទីកនោះមានកំណែ (or សីតុណ្ហភាព) ៥០អង្វែង "That water has temperature 50 degrees."
- I. Role-play some preparation day activities that you might do as a missionary that would require the use of classifiers. These activities might include going to the market to buy food, negotiating the price for a កំដើម ride, or going to the seamstress to cut a suit or skirt. Expand your vocabulary as you practice using classifiers in these situations. Write down any instances where you were unsure of how to classify something. Ask a native speaker your questions.
- J. Practice telling a Book of Mormon story to your companion in detail. Use classifiers as often as you can while telling the story to practice this concept. Afterwards, have your companion tell you a different story from the Book of Mormon. Help each other when you have questions about how to classify something. If neither of you can answer a question, write it down and ask a native speaker later how they would classify that thing.



Listening

- K. Sometimes it seems like a noun could either be used as a normal noun or as a classifier. You may wonder whether to put the number before or after the noun in question. For instance, sometimes you may wonder whether to use បីសំណុរោគ or សំណុរោគបី when talking about three questions that you have. When there is no clear way of classifying a particular noun, typically either form is acceptable. However, when there is an obvious classifier that can be used, like ក្បាស់ដៃនាក់ or ចាយផ្លូន, the order cannot be reversed (ដៃក្បាស់ or ផ្លូនចាយ are not correct). Listen for ambiguous classifier usages, like the សំណុរោគ example given above. Take note of whether the native put the number before or after the noun. Would it have changed the meaning if they had put it on the opposite side of the word? Is one or the other more correct for that specific instance? Once you have written a few examples down that you've heard, discuss them with your companion and ask a native speaker what they think about the word order in those sentences.

Group



Speaking

- L. Have a member of each companionship create a list of scriptural objects. This person will then ask his or her companion how many of those things there are. Both missionaries will need to use classifiers, whether they are asking or answering. One companion will ask "how many" and the other will answer "this many." For example "តើមានទាហានបុន្ទាននាក់ក្នុងកងទៀតហេលូន ?" "មានទាហានពីរពេននាក់ ។" Here are some ideas to get you started:

1. Stones touched by brother of Jared
2. Ships/barges built by Hagoth or the Jaredites
3. Years Lehi's family lived in the wilderness
4. Times Nephi returned to Jerusalem
5. Days/hours/minutes that Enos prayed
6. Arrows fired at Samuel the Lamanite
7. Loaves of Bread and Fish left over after the Sermon on the Mount

Additional Quantity Concepts

Examples

How much does that come to?

We would like to teach you **more** about God's plan.

My companion ate **all** my rice.

My planner has a **rectangular** shape.

What's the price of milk?

តើវាតាំងអស់ត្រូវប៉ុន្មាន ?

យើងចង់បង្កើនអ្នកបន្ថែមទៅពអីដែនការណាបស់ព្រះ ។

ដៃគុខបាយខ្លួនអស់ហើយ ។

ស្រីរកេដែនការណាទីមានភាពត្រឹមត្រូវកោល ។

តើទីកន្លែងគោលត្រូវប៉ុន្មាន ?

Explanation

This section covers two additional concepts relating to quantity. First, we will focus on asking and answering questions about how much or how many. The second part of this section will focus on basic math terms. You will learn how to talk about algebraic functions, fractions, percentages, and geometry.

How Much and How Many

You will first learn how to ask "how much" and "how many" questions. Then you will learn the appropriate grammar and vocabulary to answer these questions.

Asking How Much/How Many

To be able to ask "how much?" or "how many?" we must first understand the difference between countable and uncountable nouns. A countable noun is a noun that can be assigned a number and a classifier. Things like books, cars, rules, pencils, and backpacks are all countable nouns. When asking about countable nouns, you must always ask how many. Uncountable nouns are nouns that cannot be assigned a specific number (cannot be counted). They are sometimes referred to as mass nouns. Nouns like this include feelings like faith, happiness, and hope, as well as objects like water, cheese, information, equipment, and garbage. When asking about uncountable nouns you must ask how much. To ask "how much?" or "how many?" follow the grammar forms below.

Noun + ប៉ុន្មាន + classifier

How many?

31a

Noun	ប៉ុន្មាន	Classifier
អ្នកស្រួល	ប៉ុន្មាន	នាក់
		<i>How many investigators?</i>
តម្លៃ	ប៉ុន្មាន	រៀល
		<i>How much (does it cost)? / How many dollars?</i>
--	ប៉ុន្មាន	ផែក
		<i>How many chapters?</i>
ក្រដាស	ប៉ុន្មាន	សម្រាក
		<i>How many pieces of paper?</i>
ស្អាយ	ប៉ុន្មាន	ផ្លូវ
		<i>How many mangos?</i>

31b

Noun/Verb/Adjective + ប៉ុនណា ?

How much?

Noun	ប៉ុនណា
ស្រីឡាតាំងអ្នករៀន	ប៉ុនណា
... love how much?	
យុវ	ប៉ុនណា
How much time? (How long?)	
តម្លៃ	ប៉ុនណា
How much depth? (How deep?)	
តម្លៃនៅ	ប៉ុនណា
How much more? (How much?)	
ស្ម័គ្រ	ប៉ុនណា
How much sadness? (How sad?)	
ខ្សោយ	ប៉ុនណា
How much strength? (How strong?)	

Examples

ស្អើស្អឹមានអ្នករៀនប៉ុនណានាក់ ?

How many investigators do you have?

នាទិភាព៖ តម្លៃប៉ុន្មាន ?

How much is this watch?

ពួកខ្ញុំត្រូវបញ្ជាយប៉ុន្មានផ្លូវ ?

How many mangos should we buy?

ព្រះអង្គស្រីឡាតាំងអ្នកប៉ុនណា ?

How much does God love you?

បងចាំយុវប៉ុនណា ?

How long did you wait?

បងចាំប៉ុន្មាននាទី ?

How many minutes did you wait?

ធ្វើលេខីបានបង្ហាញប្រែប៉ុនណា ?

How deep did you teach?

Using Amounts to Answering “How Much?” and “How Many?”

When a specific number of something is known, you can answer a “how many” question using the grammar form learned in section 30. All you need to do is replace the word ប៉ុន្មាន with the known quantity. To answer a “how many” question when the actual number amount is not known, and for uncountable nouns in “how much” questions, a new vocabulary is required. If you were asked how much faith is required to repent, you couldn’t answer with a number, instead you would have to reply with a relative amount. You might say, a lot of faith is required to repent. Similarly if someone asked, “How many times do I need to repent?” you could reply with a number, but it more likely you would reply with a relative amount. For example, “You must repent many times, whenever you sin.” Terms of amount like a lot and many are essential to know when trying to respond to questions about how many or how much. Terms of amount are adjectives and adverbs and grammatically appear in a sentence accordingly. Below is a list of common words that can be used to talk about amounts.

Term	Meaning
ឡៀត	further/more
ជាង	more (comparative)
ពាក់កណ្តាល	middle/half
កន្លែង	half
លើស	more/higher/past
ប្រុល	to exceed/overdo/go too far
ស្មើរ	incomplete/not quite/almost
គ្រប់	enough/barely full/all
ល្អម	adequate amount/enough
គ្រាន់	acceptable amount/enough
គ្រប់គ្រាន់	enough
អស់	out of/gone/empty
លើង	totally bare/empty/gone
បុនហីង	that much/that's all/that's it
សល់	to be left over/extra/remaining

Examples

ខ្ញុំចង់រៀនឡៀតសំពីក្រោះយេស៊ូវគ្រឿស។
I want to learn more about Jesus Christ.

តាត់ចេះខ្ញុំជាងខ្ញុំ។
He knows more Cambodian than I do.

ខ្ញុំអានប្រព័ន្ធឌីរមេនដល់ពាក់កណ្តាលហើយ។
I've already read halfway through the Book of Mormon.

យើងសល់ពេកន្លែងម៉ោង។
We only have a half hour.

យើងមានបទពិសោធន៍យេស៊ូជាងមុន។
We have more experience than before.

រថយន្តបើកលើវិនប្រុល គួរប្រាផប្រយ័ត្នគ្រោះម្នាក់។
A speeding car should be careful of accidents.

ខ្ញុំនឹងចំណាយពេលស្មើរម្បាយដើរតូចខ្លឹបប្រជែះក្រោះយេស៊ូវគ្រឿស។
I will spend nearly my entire life serving Jesus Christ.

ខ្ញុំអានគ្រប់គ្រាន់ទាំងអស់។
I read all of the scriptures.

បុនហីងល្អមហើយ។
That much is plenty.

ក្រុមគ្រូសារខ្លួនមានគ្រប់គ្រាន់។
My family has enough.

ខ្ញុំបានបញ្ចូនអស់ ។
I ate all my food.

គាត់អស់សំនួរលើង ។
He is completely out of questions.

ប៉ុន្មានហើយ ។
That's enough.

ពួកខ្លឹមសល់បីខែឡើត ។
We have three months left.

Math Terms

It may surprise you how often you will actually use math terms on your mission as you make purchases and barter at the market, help families create a budget, teach about tithing, or assist a less-active with their math homework.

Algebra

Below is a list of basic algebraic terms that you are most likely to encounter.

31d

Quantity

Term	Part of Speech	Translation
គណិតវិភាគ	noun	math
រូបមន្ត	noun	formula
សមីការ	noun	equation
ស្ថិនីង / គ្រឿបា	verb	equals
បុក	verb	add/plus
ដក	verb/adjective	subtract/minus/negative
គុណ	verb	multiply
ចែក	verb	divide
ស្វែងគុណ	adjective	exponent
ភាគរយ	adjective	percent (parts in one hundred)
ប្រភាគ	noun	fraction
ទឹកភាគ	noun	decimal
វិជ្ជមាន	adjective	positive
អវិជ្ជមាន	adjective	negative
ចូច	verb/adjective	point
ពិធីគណិត	noun	algebra

Geometry

Below are a few geometric terms that you are most likely to encounter.

Term	Translation
ផ្សេងៗមាត្រា / ផ្សេងៗ	geometry
រៀង (មូល)	circle
ចត្តកោណកំង់	rectangle
ការ៉ែ	square
ប្រីកោណ	triangle
រៀងពង្រកាតី	oval
កោណករុងសាច់	cone
គីប	cube
ស្បីទួរំង់	cylinder
ពិភមន/សាចីប្រឈង	pyramid
រៀងបេះដូង	heart
រៀងរបស់រៀង	star
កំ	radius/ray
បន្ទាត់	line
ធ័រ	leg
ប្រវែង / បណ្តាលយ	length
ទុកីង	width

Remember

- Countable nouns use a unique vocabulary including the question “how many.”
- Uncountable nouns use a unique vocabulary including the question “how much.”
- Basic algebra and geometry terms will help you in many situations that you encounter.

Activities

Personal

Speaking

- A. Read the following numbers out loud. Ask a native speaker how to say it if you get stuck.

1. 36%
2. -982
3. 6/7
4. 4.37
5. ៩០០០០៥
6. 1/2
7. 10,922,286.88
8. -2.5
9. 120%

- B. Practice talking about the following equations and expressions by reading them out loud in Cambodian. Ask a native speaker for help if you are having difficulty.

For example: $12 / 3 = 4$ ដែលពីរចែកបីគ្រាប់ម៉ោង ។

1. 3×4
2. $6 / 2$
3. $7 + 4 = 11$
4. 32
5. $1 - 4 = -3$
6. 43
7. $\sqrt{25}$
8. $7 \times 5 + 2 - 3 = 34$
9. 214
10. $-400 + 500 = 100$



Writing

- C. Determine if the following sentences would use the word ទេរិត or ជាន់. While their meanings are fairly different in Cambodian, they are often confused by English speakers who are beginning to learn Cambodian because they can both be translated as "more" in English. Check your answers.

1. តាត់បានផ្តល់អង្គរ_____ ឡើង ។
2. អ្នកចេះ_____ ខ្លួន ។
3. តោះយើងហាត់វាអង់_____ ។
4. សូមទៅយកកៅអីតីបី_____ ។
5. ខ្លួនចិត្តសម្បប្រហែរ តែម្ខាលចិត្តសម្បការី_____ ។
6. បន្ទាប់ពីតាត់ យើងបានធ្វើបាននាក់_____ ។
7. សូមអានតិ៍_____ បានទេ ?
8. តើបងមាន_____ ទេ ?
9. ខ្លួនគ្មានមានពរដៃយុំ_____ មុន ។
10. សូមឱចមបាយ_____ បង ។

- D. Translate the following questions on a separate sheet of paper. Use the word ប៉ុន្មាន to ask "how many." Be aware whether it should go before or after the noun you are asking about (hint: it goes before classifiers, but after normal nouns). Check your answers.

For example: How many cigarettes do you smoke a day? តើអ្នកជំរាបីប៉ុន្មានដឹង
ភ្លើងមួយថ្ងៃ ?

1. How many investigators were at church?
2. We should set a goal for how many lessons we will teach next week.
3. How old are you?
4. How many ties do you have?
5. How many missionaries are there in this mission?
6. I'm not sure how many times I have read the Book of Mormon.
7. How many pamphlets do you have with you?
8. How many years have you been learning Cambodian?
9. It's not important how many words we say in our prayers, but rather that we are sincere.
10. How many times can I repent?

- E. Practice using the words កំណើន and ពាក់កណ្តាល to talk about “half.” កំណើន is used mostly when talking about classifiers or measuring the units of something. ពាក់កណ្តាល is mostly used when “half” is the subject or object of a sentence. Translate the following sentences on a separate sheet of paper. Check your answers.

1. It is two and a half kilometers to the church building.
2. I'll clean this half, and you clean the other half.
3. We waited for almost half an hour.
4. It seems like half of តួអេក្រង់ is gone for Khmer New Year.
5. We ate eight and a half plates of rice.
6. We are halfway there.
7. She read half a chapter.
8. Half of us will pretend to be investigators and the other half will be missionaries.
9. He smokes one and a half boxes of cigarettes a day.
10. That costs \$35.50.

Companion



Speaking

- F. Between you and your companion, come up with 30 sentences that talk about amounts. Use words like លើស យូរ ស្វីរ គ្រប់ ឬម ត្រាន់ គ្រប់ត្រាន់ អស់ រលិះ ត្រីម and បុងបុំដឹង to do so.
- G. With your companion, practice naming and describing the following shapes. Name each one, then talk about how many sides, edges, and corners each has. List something that you see in everyday life that has that particular shape. Ask a native speaker for help if you don't know some of their names.

Group



Speaking

- H. Have half of the group pretend to be vendors in a market. Use the word បុងបុំនាំនៃ to ask about their prices for various products that you are looking to purchase. Move around and practice asking “How much?” to several different people. Practice using a variety of ways to ask “How much?” like តុលបុងបុំនាំនៃ or មាន. Do this activity four to five minutes, or once everyone has had a chance to speak to all the vendors. Then switch roles.

Frequency

Examples

In **every** visit with members, do all you can to encourage them to ...

You may need **frequent**, short teaching visits ...

Bear testimony **frequently**.

This **weekly** planning may take two to three hours to complete.

Do not hesitate to bring this up **again and again** in later meetings

នៅកណ្តាលការជួយបស្ថុរសុខទូទិន្នន័យនឹងសមាជិកចូរប្រើដង្វោះ
អសពីសមត្ថភាពដើម្បីលេចកិច្ចិកចិត្តការតាមការតាម... ។

អ្នកអាចត្រូវតែជួយបស្ថុរសុខទូទិន្នន័យនឹងសមាជិកចូរប្រើដង្វោះ
និងបង្កើនដោយខ្សោយ... ។

ចែកចាយទីបន្ទាល់ច្បាបានត្រីកញ្ញាំ ។

ការដោក់ដែលការណ៍ប្រចាំសប្តាហ៍
អាចចំណាយពេលទៅដីជាលំបី ឬ ឬម៉ោង ។

ចូរកំស្បាក់ស្រី ដើម្បីស្អាមុខិយមុខទៀតនៅពេលជួយ
លេចកិច្ចិកក្រោយ ។

Explanation

The frequency of an event can be expressed in general or specific terms. For example, we read our scriptures *often* (general). Contrast that with, we read our scriptures *every day* (specific). Both of these sentences indicate the frequency of scripture reading, but one is general and the other is specific. In this section you will learn how to express both of these types of frequency in Cambodian.

Expressing General Frequency

32a Below is a list of common general frequency terms. These terms function like prepositions that can be added to your sentence to indicate how often the action in your sentence occurs.

Term	Translation
បង្កើកញ្ញាំ	<i>frequently</i>
បង្កើយ	<i>often</i>
ប្រើរហ័ម្ខ	<i>every so often/once in a while</i>
ជួនកាល	<i>sometimes</i>
ពេលខែ៖	<i>sometimes</i>
ទៅថ្ងៃខាងមុន	<i>here and there/every other day</i>
បានចុច្ចា	<i>usually/normally</i>
បានឡើងទាក់	<i>regularly/consistently</i>
ភាគច្រើន	<i>most times/most of the time</i>

Examples

ខ្ញុំប្រុបាបាយជាតីកញ្ចប់ ។
I eat **frequently**.

យូរអ្ននេតាគត់មកព្រះវិហារ ។
Every so often she comes to church.

ដួនភាស យើងបង្រៀនបងកណ្តុះ ។
Sometimes we teach Bong Phoan.

តើបងច្បាលរួមទៅព្រះវិហារជាអេឡើងទាត់ទេ ?
Do you attend church **regularly**?

ជាមួត ពួកខ្ញុំក្រោកឡើងទៅម៉ោងប្រាំព្រឹក ។
Usually we get up at five in the morning.

Specific and Patterned Frequency

Specific frequency adverbs and prepositions tell you exactly how often something happens. There are a few different ways to specify frequency that will be taught in this section.

Basic Grammar

Use the grammar form below to express phrases like once a week, twice a day, and once a year.

32b

number + unit of time + number + ដង (times)

number	unit of time	number	ដង (times)
មួយ	ថ្ងៃ	បី	ដង
មួយ	សប្តាហ៍	មួយ	ដង
បី	ខែ	មួយ	ដង
មួយ	ឆ្នាំ	ពីរ	ដង

three times a day
once a week
once every three months
twice a year

Examples

ខ្ញុំប្រុបាបាយមួយថ្ងៃបីដង ។
I eat **three times a day**.

ពួកខ្ញុំចូលឃើញបន្ថែមទៅព្រះវិហារម្នាយសប្តាហ៍មួន ។
We attend church **once a week**.

អ្នកជូនឈ្មាយសាសនាឌីមកបីខែមួន ។
New missionaries come **once every three months**.

ម្នាយផ្ទាំពីរដងបើងនិយាយជាមួយក្រុមគ្រឿនសារបស់យើង ។
Twice a year, we talk to our families.

Using “-ly” Frequency Adverbs and the Term “Every”

The word ប្រចាំ, when paired with a unit of time, functions similarly to the “-ly” suffix in frequency adverbs such as *daily*, *weekly*, *monthly*, and *yearly*.

32c

Gerund + ប្រចាំ + unit of time

This grammar structure is most commonly found paired with Cambodian gerunds to form titles of regular events like daily prayer, annual conference, and monthly fast. This meaning is similar to the one achieved by using the word “every” before a unit of time.

Verb + ប្រចាំ + unit of time

Unlike ប្រចាំ, terms including រាល់ are typically used directly after a verb, like in the phrases, pray every day, meet every year, and fast every month. Listen to how these two phrases are used by natives, and carefully study the examples below as these terms are often confused by non-native speakers.

gerund	ប្រចាំ	unit of time
ការអធិស្ឋាន	ប្រចាំ	ថ្ងៃ
	<i>daily prayer</i>	
ការប្រជុំមណ្ឌល	ប្រចាំ	សប្តាហ៍
	<i>weekly district meeting</i>	
ការតម្លៃការបារាំង	ប្រចាំ	ខែ
	<i>monthly fasting</i>	
សប្តាហ៍សិទ្ធិទេទ័រ	ប្រចាំ	ឆ្នាំ
	<i>annual general conference</i>	
verb	រាល់	unit of time
អធិស្ឋាន	រាល់	ថ្ងៃ
	<i>daily prayer</i>	
ប្រជុំមណ្ឌល	រាល់	សប្តាហ៍
	<i>weekly district meeting</i>	
តម្លៃការបារាំង	រាល់	ខែ
	<i>monthly fasting</i>	
មានសប្តាហ៍សិទ្ធិទេទ័រ	រាល់	ឆ្នាំ
	<i>annual general conference</i>	

Remember

- General frequency terms act as prepositions to show timing of events.
- Specific frequency terms are expressed using phrases like once-a-, twice-a-, every, and -ly adverbs.
- Be careful not to mix up ប្រចាំ and រាល់ when using specific frequency adverbs and adjectives.

Activities

Personal

Speaking

A. Ask and answer the following questions out loud to yourself in Cambodian.

1. How often do you kneel to pray?
2. How many hours of sleep do you get in a week?
3. How many meetings do you attend in a week?
4. How many miracles do you see per day?
5. How often do you thank Heavenly Father for your companion?

Listening

B. Listen in church to all of the different examples expressing frequency and quantity that are used by the speakers. Write down some of these examples in your language notebook.

Reading

C. Read the story of Daniel in the lions' den in Daniel 6:10–23. After reading the story, write a sentence that describes how frequently Daniel prayed. Share with your companion what you learned from this scripture about the importance of frequent prayer.

Writing

D. Fill in the blanks with either ប្រចាំ or រាល់. Check your answers.

1. ថ្ងៃនេះ: យើងធ្វើការដោយ ដែលការ សប្តាហ៍ ។ (weekly)
2. យើងធ្វើការ ដែលការ ថ្ងៃ ។ (every day)
3. ពួកខ្ញុំសរស់បុគ្គលិនប្រជាន់បេសកកម្ម អាទិត្យ ។ (every week)
4. តើពួកខ្ញុំស្វែរអាចអនុញ្ញាតឲ្យលួយមក្សាងការប្រជុំ ខ្លះបានទេ? (monthly)
5. យើងគូរតែតាមដាននឹងគាត់ ថ្ងៃអំពីការធ្វើបាន ។ (every day)
6. សមាជិកទាំងអស់គ្នា ពេញល្អមសន្ដិសិទ្ធិ នូវជំនាញ ។ (annual ward conference)

E. Translate the following sentences from English to Cambodian. Check your answers.

1. Normally, fast Sunday is the first Sunday of the month.
2. We listen to general conference every six months.
3. Eventually, I will understand everything they say.
4. We can't go to the temple very often.
5. Drinking coffee occasionally is still against the Word of Wisdom.
6. We pass that នៅត្រូវ practically every day.
7. I understand more and more Cambodian every day.
8. We can take the sacrament once a week.
9. Reading the scriptures daily will give you strength to overcome temptation.
10. You can pray as many times a day as you want.
11. Missionaries continuously study the scriptures.

- F. Write a letter to your recent converts to encourage them to attend church and read their scriptures often. Ask questions to find out how frequently they are serving and worshipping at church.

Companion



Speaking

- G. Prepare to teach a recent convert or less-active member about prayer. Start out by asking questions about their daily habits (i.e., “How many times do you eat per day?” or “How many times do you wash your hands per day?”), then ask them how many times a day he or she prays. Explain that prayer is an important habit that we don’t just do once or twice a day. Commit him or her to pray at least twice a day. Practice teaching your companion about prayer, and be sure to switch roles.
- H. Come up with 20 sentences that use the word “again” with your companion. Alternate between using មួយឡើត ឡើងវិញ and សារ(ថា)បី. Afterwards, discuss with your companion how they may sometimes have slightly different meanings, particularly ឡើងវិញ. For instance, think about whether saying ព្រះយេស៊ូគ្រឹះស្ថាបន្ទាល់សាសនាប្រក្រដុំឡើងវិញ is different from ពុរោះយេស៊ូគ្រឹះស្ថាបន្ទាល់សាសនាប្រក្រដុំមួយឡើត. Discuss whether it makes sense to say ខ្ញុំចង់ទៅហាងបាយនោះឡើងវិញ instead of ខ្ញុំចង់ទៅហាងបាយនោះមួយឡើត. Ask a native if you have questions.



Listening

- I. Prepare a lesson about the blessings of regular church attendance. Discuss with one another how frequent church attendance has blessed you and your family. How is attending church more than just a social activity or a good thing to do? Use the grammar principle as you listen and discuss ideas with your companion. Plan to share this lesson at a family home evening at an investigator or member’s home.
- J. With your companion, take turns being an investigator with an addiction. After teaching the Word of Wisdom, listen to your investigator’s concerns. After discovering his or her addiction, ask your investigator how frequently he or she feels tempted to do these things. Help him or her set goals to completely get rid of the harmful habits, using things like prayer and fasting to help overcome temptation and repent.



Writing

- K. Think of the activities that you perform often, and write them down in Cambodian. Then, write down a sentence for the amount of time and the number of times you spend doing the activities. Decide whether or not you are using this time effectively.
- L. With your companion, practice translating the following sentences. Multiple answers are possible for each sentence. Check your answers.
1. We go over to her house sometimes.
 2. Sometimes I get impressions to speak to random people.
 3. I don’t know what is being said in the lesson sometimes.
 4. Sometimes we buy sugarcane juice when it’s very hot.
 5. Sometimes we feel discouraged.
 6. We stop sometimes while contacting to pray for inspiration.
 7. I know that sometimes our challenges seem impossible to overcome.
 8. Sometimes my trainer would make the calls, but most of the time he had me make them.
 9. Sometimes I smoke.
 10. He even reads in the Bible sometimes.

Group

Speaking

- M. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and a missionary from the other companionship will pretend to be កត្តដី. Today you are teaching កត្តដី the Word of Wisdom. កត្តដី doesn't have very good health because all he eats and drinks every day is junk food and tea. Teach កត្តដី that part of keeping the Word of Wisdom is to not only avoid harmful substances, but to eat healthy food as well. With your companion, have one missionary take the role of កត្តដី and the other of the missionary. Ask កត្តដី questions about his eating habits, and teach him of the blessings he will receive by keeping the Word of Wisdom. When you are finished, switch roles and do it again.
- N. As a group, fill out the following table in Cambodian about what investigators and recent converts need to do in order to progress spiritually and at what frequency they need to do it. Afterwards, make a similar table, but for what missionaries need to do in order to be obedient and have the Spirit.

Always/multiple times a day	Daily	Weekly	Monthly	1–2 times a year	Once in a lifetime/rarely



Listening

- O. Invite a member to share their conversion story with your district. Listen carefully and consider asking them questions related to frequency of events, such as how many times the missionaries taught them, how long it took them to receive an answer about the Book of Mormon, or how many days it took them to give up an addiction.
- P. Pair up with another companionship in your group. One companionship will pretend to be the missionaries and a missionary from the other companionship will pretend to be បុរី. បុរី struggles to keep the Word of Wisdom because she has smoked her whole life. She has tried quitting in the past, but she feels that she can't do it because it is too hard. She has tried to get help, but she has come to the conclusion that it is easier to accept that she will never be able to quit smoking. With your companion, have one missionary take the role of បុរី, and the other of the missionary. Ask បុរី what she has done to try to quit smoking, and listen to her response. Teach her that through the Atonement of Jesus Christ, we can overcome any trial that we face. When you are finished, switch roles and do it again.



Reading

- Q. Read Enos 1:1–5 as a group. While Enos was in the woods he thought of the words that his father had spoken “often.” Discuss with the district other situations in the scriptures when events or words are repeated multiple times. Why was it repeated? Think about something your parents or a loved one taught you often. Share it with your companion using frequency words.

Inclusion and Exclusion

Examples

We will **all** suffer physical death.

យើងទាំងអស់ត្រូវនឹងត្រូវស្មាប់ខាងសាច់លាយ។

Your purpose is not **only** to cover the material . . .

គោលបំណងរបស់អ្នកគឺមិនត្រូវតែបង្រៀនតាមនកសារ ប៉ុណ្ណោះទេ . . .

Sadly, many people rejected that gospel; **even** some of those who accepted . . .

ជាអកុសល មានមនុស្សដ៏ច្រើនបានបងីសេធដំណឹង លូនោះ សូម្បីធែមនុស្សនៃដែលបានទទួល . . .

I declare unto you that **except** ye shall repent . . .

ខ្លួនឯម្មប្រកាសដល់អ្នករាល់ត្រូវ លើកលែងនៅអ្នករាល់ត្រូវបានបង្រើបាន . . .

Tithing funds are used to carry the gospel to **all** the world.

មួលនិធិដឹងថ្វាយម្បួយភាពត្តិនិងដល់ត្រូវបានបង្រើបាន សូម្បីនាំរាំយក ដំណឹងស្ថាការនៃពីកាត់លោកទាំងម្នល ។

Explanation

Inclusive and exclusive words can take the form of verbs, adverbs, adjectives, or conjunctions. Regardless of their part of speech though, these types of words are an important part of your language skills. As you learn the essential grammar in this section, ponder other ways that these words can bring greater power to your teaching and further light and truth to your investigator.

Except, Unless, As Long As, Even

Except, unless, as long as, and even are used similarly in Cambodian because they all include the ending particle តែ.

Word	Meaning
លើកលែងតែ*	unless/except
ឲ្យតែ	as long as/so long as/provided that
សូម្បីតែ	even

*The phrase ត្រូវតី can also be used to mean “except” or “besides.” លើកលែងតែ can be used to mean “unless” as well as “except” and “besides.”

Each of these three words are used as prepositions before noun phrases, just like in English.

លើកលែងតែ + Noun Phrase

ឲ្យតែ + Noun Phrase

សូម្បីតែ + Noun Phrase

លើកលែងតែ / ឲ្យតែ / សូម្បីតែ	Noun Phrase
លើកលែងតែ	គាត់ប្រចិត្ត
Except he repents . . .	
លើកលែងតែ	ខ្លំសាប់ជា

Unless I get better ...	
ឯក	យើងមានសេចក្តីផ្តើម
	As long as we have faith ...
ឯក	ព្រះរបីតាមីយ
	So long as Heavenly Father answers ...
សូមឯក	ព្រះយេស៊ីវគ្រឿស្វាបានអធិស្ឋាន
	Even Jesus Christ prayed ...
សូមឯក	ក្នុងថ្ងៃចាយនឹងទទួល
	Even small children will receive ...

Only, Just, Exclusively

There are two different grammar forms used to express the meaning of *only*, *just*, and *exclusively* (*purely*). The first form is similar to the form you just learned above. The second form is slightly more challenging as the grammar differs from English.

Basic Form

Only, *just*, and *purely* also use the particle តែ. These three words are placed after the noun but before the verb of a sentence. The end particle ប៉ុណ្ណោះ is sometimes used in conjunction with these words as a complementary end particle.

Word	Meaning
ត្រាន់តែ	only/just barely
ត្រីមតែ	only equal/just up to
សុខតែ	purely/exclusively
(តែ)ប៉ុណ្ណោះ	that's it/only (end particle)

33b

Noun + ត្រាន់តែ/ត្រីមតែ/សុខតែ + Verb Phrase + (ប៉ុណ្ណោះ)

Noun	ត្រាន់តែ/ត្រីមតែ/ សុខតែ	Verb Phrase	(ប៉ុណ្ណោះ)
៥	ត្រាន់តែ	មានដោល	(ប៉ុណ្ណោះ) <i>I only have five dollars.</i>
ភាព	ត្រាន់តែ	ស្ថាល់ពួកសុីស្សី	(ប៉ុណ្ណោះ) <i>She only knows the sisters.</i>
ព្រកគេ	ត្រីមតែ	ព្រំនដល់ការអនិស្សាន	(ប៉ុណ្ណោះ) <i>They have only learned up to prayer.</i>
លោកពួ	ត្រីមតែ	អានដល់ជិត្យកីឡីពីរ	(ប៉ុណ្ណោះ) <i>He (younger uncle) has only read until chapter two.</i>
អំប្រឈរ	សុខតែ	ពិសាសាប់គោ	(ប៉ុណ្ណោះ) <i>You (older uncle) exclusively eat beef.</i>
ព្រះគម្ពុជរម្យមន	សុខតែ	បង្រៀនសេចក្តីពិត	(ប៉ុណ្ណោះ) <i>The Book of Mormon exclusively teaches truth.</i>

Altered Form

The តែ particle can be placed after a verb to convey the meaning of "only" as well. This form is commonly used in more casual settings.

33c

Subject + Verb phrase + តែ + Object			
Subject	Verb Phrase	តែ	Object
ជីវិតនេះ	ធែ៖	តែ	ពិចាក
<i>This life is only ever hard. (only knows how to be)</i>			
មួយបានីង	ឆ្លាត់	តែ	ចំពោះអ្នក
<i>That food is delicious only to you.</i>			
-	ស្របនិយាយ	តែ	ម្បយម៉ាត់
<i>I'd like to say one thing really quick.</i>			
ហៅយប់អ្នក	សរដ្ឋាំ	តែ	ក្រល់ដែលម្បយ
<i>And if you save but one soul ...</i>			
អ្នកមីង	វិកចំនើន	តែ	បន្ទិច
<i>You (younger aunt) are progressing only a little.</i>			
ពួកគេ	ធ្វើ	តែ	ការណូ
<i>They only do good things.</i>			

All, Including, Every

Below is a list of other words that can indicate inclusion or exclusion in a sentence. These words have a variety of uses. Study the subsequent examples to gain an understanding of how these words work.

33d

Word	Usage	Meaning
ទាំង	ទាំង + noun + ទាំង + noun/ ទាំង + noun + នឹង + noun	<i>both noun and noun/including noun and noun</i>
ទាំងអស់	noun + ទាំងអស់	<i>all</i>
ទាំងមួល	noun + ទាំងមួល	<i>all, whole, entire</i>
ទាំងប្រុង	noun + ទាំងប្រុង	<i>all, totally, completely</i>
ត្រូវ	ត្រូវ + noun	<i>every, each</i>
សញ្ញា	prefix, verb + សញ្ញា	<i>all, each, every, full, whole</i>

Examples

មនុស្សទាំងអស់អាចប្រចិត្ត ទាំងចាប់ទាំងកេង ទាំងអ្នកបរិសុទ្ធនឹងអ្នកបាប ។
Everyone can repent, both old and young, saint and sinner.

ប្រជាជនទាំងអស់គ្រូការដែនួយនៅវីតីនេះ ។
All people need help in this life.

ទីក្រោងទាំងមួលពេរពេញដោយមនុស្ស ។
The entire city was full of people.

កាលណាប្រសម្ងាត់ធ្វើបាបគ្រូសារគាត់ តើគាត់ខ្ពសទាំងប្រសិន ។
When a man abuses his family, he is completely out of line.

ចម្លៀយរបស់គាត់ ខ្ពសទាំងប្រសិន ។
Her answer was completely wrong.

ផ្ទះម៉ូយនៅខាងលេកោះដោះទាំងប្រសិន ។
A house over there completely burned down.

ខ្ញុំយល់មែននេះស្អែ ។
I fully understand this lesson.

Remember

- Inclusive and exclusive words are usually an adjective or adverb.
- Some inclusive and exclusive words use the នៅ particle, which can be used in conjunction with these words or on its own.
- Be careful when placing these words in a sentence as they can occur before or after both nouns and verbs.

Activities

Personal

Speaking

- A. Practice using the word ក៏ to show indifference between several options. Come up with five sentences that use this principle. Say the sentences out loud as you think of them.

For example:

- យើងអាចហ្មបាយនៅក្នុងណាក៏បាន ក្នុងនេះក៏ត្រាត្រាំង ក្នុងនោះក៏ត្រាត្រាំងដែរ ។
- ហេតុអីខ្លះគ្រែតែដើម្បីបាន ឬស្ថិតិ ? ប្រាប់យេស៊ូរ៉ែល ប្រាប់ពុទ្ធកំណើល សាសនាគេដ្ឋីកំណើល ...

Listening

- B. The words ត្រាត់នៅ ត្រីមនៅ and សុទ្ធនៅ all mean “only” and are basically interchangeable in many contexts. They can have different connotations though. Listen for these three words’ usages, and try to determine when it is best to use each word. In your notebook, write a summary describing the different meaning or feeling conveyed by each word, and compare and contrast their usages.



Reading

- C. Read the following verses, each of which convey a meaning similar to “except” and “unless.” Notice which words were used to convey these meanings in Cambodian.

1. Alma 42:13
2. Helaman 8:7
3. Doctrine and Covenants 5:3
4. 2 Nephi 27:12
5. 1 Corinthians 14:5–6
6. John 15:4

- D. Read the following verses, each of which convey a meaning similar to “besides.” Notice which words were used to convey this meaning in Cambodian.

1. Alma 40:3
2. Doctrine and Covenants 128:15
3. Alma 39:1
4. Mormon 8:9
5. Alma 34:12
6. Doctrine and Covenants 52:9



Writing

- E. Cambodians will often add តែ after a verb to convey the idea of “only.” This is done instead of saying ត្រាន់តែ ត្រីមតែ or សុទ្ធតែ. For instance, “I only have . . .” could be said ខ្ញុំត្រាន់តែមាន. . . or ខ្ញុំមានតែ. . . The latter structure is more commonly used. In this activity, practice using the full form of ត្រាន់តែ ត្រីមតែ and សុទ្ធតែ. In the next activity you will practice attaching just តែ to the end of verbs. Translate the following sentences. Check your answers (there are multiple possible correct answers).

For example: I only know a few phrases in Cambodian. ខ្ញុំត្រាន់តែចេះខ្សោយពីរបីម៉ាត់ ។

1. I only have one copy of the Book of Mormon with me.
2. I have only served for two transfers in this area.
3. I only ate two plates of rice before I was full.
4. My investigator only has sisters.
5. We have to ride for only 10–15 minutes to get to her house.
6. I only wrote three paragraphs in my journal last night.
7. I want to only buy fruits and vegetables at the market.
8. I only want to do what is right.
9. There is only one true church.
10. I only have purple and red ties.

- F. Translate the same sentences from activity E; however, this time attach តែ to the verb in order to communicate the meaning of “only.” Note that sometimes the តែ will be directly attached to the verb, following the form Verb–តែ–Object, or Verb–តែ–Object–Number–Classifier. Sometimes it will come immediately after the object, following the form Verb–Object–តែ–Number–Classifier. Also, if people are emphasizing that there is “only one” of something, they will occasionally attach the word តិតិ after ម្មោយ. For instance, មានសាសនាចក្រពិតតិតិម្មោយគត់ ។ Check your answers.

For example: I only know a few phrases in Cambodian. ខ្ញុំចេះខ្សោយតិតិរបីម៉ាត់ ។

- G. The words ទាំងអស់ ទាំងមូល and ទាំងប្រចាំនឹង are used to respectively mean *all, entirely/all of/whole, and completely/totally*. Their usages are similar, but their meanings are slightly different. For example, if you were to say “កង់ទេពសាសន៍លេមិនបានបំផ្តាល្យទីក្រុងទាំងអស់,” it would mean, “The Lamanite armies destroyed all the cities.” If you were to say, “កង់ទេពសាសន៍លេមិនបានបំផ្តាល្យទីក្នុងទាំងមូល,” it would mean, “The Lamanite armies destroyed the entire city.” If you were to say, “កង់ទេពសាសន៍លេមិនបានបំផ្តាល្យទីក្រុងទាំងប្រចាំនឹង,” it would mean, “The Lamanite armies completely destroyed the city/cities.” Practice using these three words by writing a paragraph in Cambodian that summarizes the first lesson. Use all three words to help you describe or emphasize concepts, principles, and events in the first lesson.

Companion

Speaking

- H. Practice using the word សម្រួល់ពី by teaching your companion about the power of Christ's Atonement. Find a way to use it five times as you practice teaching. Teach for three minutes, then switch with your companion.

Listening

- I. For one week, listen for the words រាល់ គ្រប់ and ស្មើ. At the end of the week, come together with your companion and discuss what patterns the two of you noticed in these three words' usages. Though they can all be used to mean “every,” in which circumstances and situations is each used? In which circumstances are they possibly interchangeable? Discuss these questions with each other. If you have questions, write them down in Cambodian, and ask a native speaker.

Reading

- J. Read the following verses in Cambodian with your companion. Afterwards, discuss how you can best communicate the idea of “among”/“in the midst of” in everyday conversation.
1. John 1:3
 2. Alma 19:10
 3. Alma 1:3
 4. 2 Nephi 16:5
 5. 3 Nephi 2:10

Writing

- K. Pick one of the lessons that you are going to teach today. With your companion, brainstorm five sentences which use the word ទាំង to communicate the idea of “both,” whether that be “ទាំង . . . ទាំង . . .” or “ទាំង . . . និង . . .” After you have come up with five sentences that use ទាំង, come up with five more that use “. . . ដើង . . . ដើង” to communicate the idea of “both.” Write them all down. Choose a couple sentences feel the most appropriate to incorporate into your lesson. Share them in your lesson later that day.

For example:

- ពេលណាយើងសុចិត យើងអាចមានប្រាប់វិញ្ញាណភាពដែលបានបំផ្តាល្យយើង ទាំងយប់ ទាំងថ្ងៃ ។
- “គ្រឿងពុំបងិតសេដ្ឋកិច្ចអ្នកណាអ្នកដែលមករកច្រៀងឡើយ គឺទាំងខ្លួន និងស ទាំងបានគេ និងសេវី ទាំងប្រស និងស្រី ។” (2 Nephi 26:33)

Review: Quality, Quantity, Number, and Sequence

This review will help you see how well you have learned the material in the previous sections. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Quality, Quantity, Number, and Sequence

- Numbers
- Specifiers
- Classifiers
- Amounts
- Math
- Shapes
- Frequency
- Inclusive and Exclusive Words

Activities

Personal



Speaking

- A. Practice testifying of Christ while using demonstratives (នេះ នេះ). Come up with a list of five things you could testify of to someone while you are contacting. Set a goal to use the phrases you practiced in your studies.



Writing

- B. Translate the following sentences from English to Cambodian. Check your answers.

1. Jesus chose twelve apostles.
2. I ate two plates of mango sticky rice.
3. Who gave us this referral?
4. There were only 100 operating temples in the world then.
5. There are still six more chapters in Alma that I haven't read.
6. We don't have any progress records left.
7. The Church was organized in the year 1830.
8. Some members drive cars, but many of them drive motorcycles.
9. Praying every day will bring you closer to Christ.
10. The whole chapel was filled with people that came to hear the apostle speak.

Companion

Speaking

- C. Go to a morning market in your area with your companion. Talk about the quality and quantity of the different items for sale. For example: Here they sell different types of meat by the kilo.
នៅទីនេះ គឺលក់សាច់ដូចជានៅទី។
- D. Tell your companion about how often you do everyday things, such as brushing your teeth, showering, and reading your scriptures. Try and use both specific words related to frequency (three times a day) as well as general words (often). After you are done, switch with your companion.

Listening

- E. Listen for different ways to ask "only." Write down any forms of "only" that you hear and are unfamiliar with or that you don't use yourself very often. Refer to the list throughout the next day, and try and use all the unfamiliar forms of "only" that you had previously written down.

Writing

- F. Write down a list of scripture references to give out to different members and investigators. Practice writing out the scriptures using Cambodian numbers. Explain to your companion why you chose these scriptures to give to these people.

Group

Speaking

- G. As a district, see how fast you can count to 100 by counting in multiples of five. Try it again by counting by multiples of three, four, and six.

Listening

- H. Invite two members to attend your district meeting and have them explain how the bartering system works, including when and where it is appropriate to barter. Ask them to give tips on bartering and give a demonstration. Also, ask what typical prices would be for frequent purchases that you make, like haircuts, prices of different meats and fruits, or តុងបី rides. Pay close attention to their use of numbers and quantity terms, as well as the question word ប៉ុន្មាន.

Asking and Answering Questions of Time, Date, and Location

Purpose

This function will help you talk about when and where things happen; for example, when is church and how do you get there? The grammar principles in this section are targeted at helping you perform this function. Below are examples of the types of things you will be able to express with the grammar in this function.

- The church is **across from** the bank. (Location and Direction)
- Joseph Smith was born **in the year 1805**. (Time)

Application

Below is a list of doctrinal points that these grammar principles will help you teach, as well as some common missionary tasks that they will help you perform. This list is not comprehensive; it is meant to help you think about how you can use the grammar in real situations. In parentheses next to each point are some sample questions that you can ask yourself to help you think about how to apply the grammar.

Doctrines from the Lessons

- "The Restoration of the Gospel of Jesus Christ through Joseph Smith" (When was the First Vision? When did Joseph Smith receive the priesthood? When was the Church restored?)
- "The Spirit World" (Where do we go when we die? How long are we there?)
- "Kingdoms of Glory" (Who goes to each kingdom?)
- "Baptism, Our First Covenant" and "The Gift of the Holy Ghost" (Where does each part of baptism [baptism, confirmation] take place? When are my investigators getting baptized?)

Tasks from the *Missionary Vocabulary and Phrases* Book

- "Conduct a Meeting" (When does each part of the meeting happen?)
- "Give Directions" (What is the destination close to? What do you pass along the way?)
- "Make Appointments" (When are they free? Where is the appointment?)
- "Plan Daily and Weekly Activities" (When and where will each appointment/activity take place?)

Location and Direction

Examples

To get **there**, it takes about an hour.

ដើម្បីទៅដល់ទីនោះ ត្រូវចំណាយពេលប្រហែលម្មយោង ។

Eternal life is given to those who endure **to** the end.

ជីវិតដីនៅអស់កណ្តាលនិច្ចត្រួតានប្រទានចុងជំនួយដែលសូមត្រាំរហូតដល់ទីបញ្ហា ។

Brother . . . will be our **first** speaker.

បងប្រស....ជាអ្នកទូទៅនិយាយទីមួយរបស់យើង ។

Get off **at** the station.

ចុះនៅតានីយ៍ ។

Follow up within the next day or two **at** the homes . . .

ធ្វើការទៅនាក់ទាំងម្មយោងទៀត នៅថ្ងៃបន្ទាប់
បុគ្គលិកថ្ងៃក្រោយនៅផ្ទះ . . . ។

Explanation

Direction words are used to indicate places and their relationships to each other. In this section you will learn how to ask and answer questions about location. This section focuses specifically on cardinal directions like *north* and *south*, and relative directions like *left* and *right*. These words will be essential to you as you learn the geography of the area in which you have been assigned to labor.

Note: Prepositions are a useful tool when discussing location and are addressed in section 9.

Asking Where

Asking where is as simple as saying *which location*. To do this you must use the location particle នៅ. It indicates to the listener that a word is associated with location and is an integral part of asking about a location.

34a

Noun + នៅ + (ន/ទី/កន្លែង)* + ណា ?
Noun + located + (at/direction/place) + which?

តើ	Noun	Located	At/direction/place	Which
តើ	ព្រះវិហារ	នៅ	--	ណា ?
				Where is the church?
តើ	ផែវបស់អ្នក	នៅ	ន	ណា ?
				Where is your home?
តើ	បន្ទប់ទីក	នៅ	ទៅ	ណា ?
				Where is the bathroom?
តើ	ធម៌ខ្លួន	នៅ	កន្លែង	ណា ?
				Where is my companion?
តើ	ព្រះគ្រឿង	នៅ	--	ណា ?
				Where is Christ?

*Many other words can be inserted in this spot, such as ខាង មុំ and តុលាន.

Directions

This section will introduce the necessary vocabulary to talk about cardinal and relative locations and guide you through examples of how they are used in everyday language. This will allow you to answer questions about location and direction as they come up in everyday conversation.

Cardinal Directions

Cardinal directions are directions that never change relative to your position. The main cardinal directions are north, south, east, and west. You will hear cardinal directions as people describe the geography of Cambodia. Many stakes and wards are named with cardinal directions. Study the list of cardinal directions below.

34b

Direction Vocabulary	Meaning
ទីសង្កែ	direction
ខាង	side
(ទីសខាង)ជើង	north
(ទីសខាង)ក្បែង	south
(ទីសខាង)កេីត	east
(ទីសខាង)លិច	west
ទីសខាងជើងផ្លូងខាងកេីត	northeast
ទីសខាងជើងផ្លូងខាងលិច	northwest
ទីសខាងក្បែងផ្លូងខាងកេីត	southeast
ទីសខាងក្បែងផ្លូងខាងលិច	southwest

Examples

ព្រះវិហារនៅខាងជើងផ្សារ ។

The church is north of the market.

ផ្លូវជាតិលេខ១នាំឡើទីសខាងក្បែងផ្លូងខាងកេីត ហួរតម្រូវដល់បៀតនាម ។

National Road 1 heads southeast all the way to Vietnam.

ភាន់ខាងលិចសៀមរាប ។

It's west of Siam Reap.

ស្មូកខាងក្បែងមានអ្នកការសំបុត្រិតភាពច្រើន ។

The south stake has many priesthood holders.

ប្រទេសថែលទៅទីសខាងជើងផ្លូងខាងលិចប្រទេសខ្មែរ ។

Thailand is northwest of Cambodia.

Relative Directions and Locations

Relative directions also describe how to get to locations, like *right*, *left*, *in front of*, and other prepositions of place. Study the list of relative directions below.

34c

Direction Vocabulary	Meaning
បត់	turn
ឃុំ	stop
ត្រង់	straight
ចយទេវិញ / បកប្រាយ	go back
ស្តាំ	right
ឆ្វេង	left
ហាស	past
ជិត	close
ដល់	to

Examples

បត់ស្តាំនៅត្រួម សូបនេះ។
Turn right at this stop light.

ឃុំនៅព្រះវិហារ។
Stop at the church.

យើងត្រូវតែចយទេវិញ។
We need to turn around.

វានៅថ្មីសកន្លែងចាក់សាំង។
It's past the gas station.

បត់ឆ្វេង រួចទៅត្រង់ដល់បុជ្ទី។
Turn left, then go straight to the elephant statue.

Remember

- To ask *where*, ask “which location?”
- Cardinal directions are the absolute directions you would find on a compass.
- Relative directions are useful when helping someone to navigate.

Activities

Personal

Speaking

- A. Describe the location of the church in your area. Think of at least two different ways to explain how to get to the church, then practice saying them out loud.

Reading

- B. Read hymn six from the Cambodian *Children's Songbook*, “ការអងិត្តានរបស់កុមារ.” Look for and write down the location words in the song.

- C. The word ទី is a very versatile word in Cambodian. It is used in many different words. It almost always gives a connotation of location. For example, many location words like ទីក្រុង or ទីតាំង use ទី at the beginning of the word to show that the noun is a place. Other times, ទី is used with verbs or nouns to show that something is the object of something else, like one's love or respect. For example, ទីស្របតាម literally means "the location of one's love." In instances like this, ដែល connects the noun to the ទី phrase, and will often be completed by a possessive. For example, you might begin a prayer with ឱ្យព្រះជាតិ ទីស្របតាមរបស់ខ្លួនបង្កើ . . . Read the following verses that show some ways that the word ទី is used.

1. 3 Nephi 8:3
2. 1 Nephi 16:9
3. 2 Nephi 31:1
4. Doctrine and Covenants 60:15
5. 3 Nephi 4:1
6. Matthew 3:17
7. Alma 53:2
8. 2 Nephi 17:11
9. 2 Nephi 23:19
10. Doctrine and Covenants 81:1



Writing

- D. Write the correct location words that should be used in the sentence. Do not translate the whole sentence. Check your answers.

1. We came here to receive a body.
2. When he went there, he found the golden plates.
3. While he was there, Alma ordained priests to teach the people.
4. The pioneers moved from this spot to Utah.
5. Alma went there to teach with Zoramites.
6. The bishop came here with us to teach about the Book of Mormon.
7. The nearest បាន់ចាប់ យើរ is over there.
8. Jesus came here to atone for our sins.

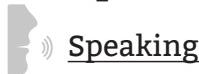
- E. Translate the following questions asking about location. Check your answers.

1. Where are we going?
2. Where does your friend live?
3. Where did we live before we were on earth?
4. Where will this bus stop?
5. Where is the church building?
6. Where did you read to in the Book of Mormon?
7. Where is the nearest temple?
8. Where did you just come from?
9. Where is her apartment?
10. Where can we sit?

F. Translate the following sentences from English to Cambodian. Check your answers.

1. We're going to the chapel.
2. Can we teach your friend at his house?
3. Before this life we lived in heaven.
4. This bus to Bangkok is full.
5. We meet at the church for all of our meetings.
6. Where are you reading right now?
7. The nearest temple is in Hong Kong.
8. We will wait in the spirit world until the resurrection.
9. When you get to the light, turn right and go to the last house on the left.
10. There are two empty seats in that row.

Companion



Speaking

- G. Looking at a map of your area, talk about the location of different places in your area, such as the church or your favorite restaurant. As you talk about the location of these different places, practice using cardinal directions (ខាងដៅ ខាងក្រោម ខាងកើត ខាងលើចិត្ត) to talk about their locations in your area. Cardinal directions are important to know in each of your areas, especially in the provinces, where cardinal directions are a key way of giving directions to people and telling others where you are going or coming from.
- H. Plan splits with your companion so that you are each with a member. At the beginning of your exchanges, have each missionary explain to the member where you will be going and what you will be doing. After you have both had a chance to explain, ask the members whether or not you used the location words correctly.
- I. 34b-c. Practice giving directions to your companion by guiding him or her through a map of your area. Do not say where your intended destination is. See if you can get your companion there using only words. Try to be as detailed as possible in your descriptions (don't just say បន្ទាន់ and បន្ទាន់). Use landmarks and cardinal directions to help guide your companion. Do this to get him or her to three different locations. Then switch with your companion.



Listening

- J. Get to know a less-active member in your area by preparing a few questions about his or her family, school, or work (e.g., Where do you work? How long have you worked there? What do you do there? Where is your family originally from? Where did you meet your spouse?). Use location words to find out more about this person. After you share a message, invite him or her to attend sacrament meeting or an activity at the church.
- K. Look through your area book and find out whose addresses have not been recorded in the area book yet. Contact those people and fill out their address or a description of how to find their house. Practice copying down these addresses in Cambodian. Become familiar with the Cambodian system of addresses. While houses do not have house numbers or road numbers, at the very least you can always find out the name of the ភូមិ (the village or neighborhood). In both ភ្នំពេញ and the provinces, addresses are given from the smallest administrative areas to the largest (the most specific information to the least specific). In ភ្នំពេញ the order goes លេខផ្លូវ: ផ្លូវ ភូមិ សង្កាត់ ឱ្យណា ក្រុង, while in the provinces the order goes លេខផ្លូវ: ផ្លូវ ភូមិ ឃុំ ស្រុក ខេត្ត. As you fill out your area book, follow this pattern of copying down people's addresses as they tell them to you. You may consider drawing a simple map of how to find the person's home as well.



Reading

- L. Read «ផ្លូវតែតាមបណ្តុះបណ្តាល» by President Thomas S. Monson from the October 2016 general conference. Pay attention to the sentences that use location words. Write down phrases that use location words that you are not familiar with, or that use location words in ways that you have not previously used yourself.



Writing

- M. During your weekly planning session, write down all of the locations you will be going to that week in your planner. If you have never been there before, then write a list of simple instructions on how to get there. Discuss with your companion in Cambodian how you can best arrange your appointments to maximize proselyting time. Discuss which people live close to each other and how you can decrease your travel time.

Group



Speaking

- N. Have every missionary pull out their planner and turn to another missionary that is not their companion. Have them choose an activity they have written in their planner and explain where they will be going and why they will be going there. Example: ថ្ងៃនេះ: យើងនឹងទៅក្នុងឈ្មោះមីនីជីយ ឬសង្កាត់បច្ចុតប្រុយ។
- O. As a district, try to map out your area on a whiteboard or blackboard. This activity can be useful for the missionaries who are new to the area. Map out some of the important landmarks including the church, the nearest hospital, school, or nearby university. Describe these locations in Cambodian. List out all of the ភូមិ's and សង្កាត់'s and their general locations in your area as well. Consult a detailed map of your area if you can find one (talk to the mission office if you can't find one). If you are serving state-side, the same activity can be done, but instead of ភូមិ's and សង្កាត់'s, try to learn all of the neighborhood and apartment complex names in your area.
- P. As a group, try to list out all of the provinces in Cambodia. Also, try to list one key landmark or characteristic for each province. Those you contact will love telling you about their home province, and it can help to know about that province beforehand. You might consider trying to draw a rough map of Cambodia on a whiteboard as well, so that you can be aware of each province's general location within Cambodia.

Time

Examples

Driving, it will take a **half hour**.

បើដីឡាន ចំណាយពេលប្រហែលជាកន្លែង ។

Could we come in the **afternoons**?

តើយើងអាចមកចូលរៀល ។

Wednesday would be better.

នៅថ្ងៃទីមួយចាប់ ។

The rise of the Church of Christ . . . the fourth month, and on the sixth day of the month which is called **April**—

ការកំណើនសាសនាប្រើប្រាស់ក្នុងប្រជុំក្រុងខែមិថុនា និងនៅថ្ងៃទីប្រាំមួយក្នុងខែដីលោកខោមិថុនា មែន។

This morning we will meet Nary at **10 o'clock**.

ពីភន៍ះ ពួកខ្ញុំចូលរៀលនាក់ម៉ោង១០គត់ ។

Explanation

This section will focus specifically on indicating the time of day. You will learn how to ask for the time and how to ask questions relating to the time of day. You will also learn time of day vocabulary such as morning, evening, and sunset. This section will also discuss how to give the time and date.

Asking What Time

To ask the time in Cambodian you must ask how much time, hours or minutes, has passed. This is a different question than a generic “when” (ពេលណា). When you ask for the time, you are asking for a specific number. Study the grammar form and examples below to familiarize yourself with speaking about the time in Cambodian.

35a

ម៉ោងប៉ុន្មាន?

What is the hour?/ What time is it? (Literally Hour how many?)

Examples

ពួកវេនេះ ម៉ោងប៉ុន្មាន ?
What time is it?

យើងចូលរៀលវិម៉ោងប៉ុន្មាន ?

What time are we meeting Bong Vi?

ព្រះវិហារចាប់ធ្វើមនេះម៉ោងប៉ុន្មាន ?
What time does church start?

តើអូកចង់ចូលម៉ោងប៉ុន្មាន ?

What time do you want to meet?

តាតិលប់ធ្វើការនៅម៉ោងម៉ោង* ?

When is he off work?

35b

*In everyday speech, the contraction ម៉ោង is used much more commonly than the full ប៉ុន្មាន.

Time Words

Study the time of day words below. These words are used when describing the general time of day, like in English, but they also must be used when giving the exact time to indicate what time of day you are in.

35c

Time-of-day Word	Meaning
(ពេល)ថ្ងៃ	day
(ពេល)យប់	night
(ពេល)ព្រឹលីម	dawn
(ពេល)ថ្វីរោះ	sunup
(ពេល)ព្រីក	morning
(ពេល)ថ្វីគ្រែង	noon
(ពេល)រសៀល	afternoon
(ពេល)ល្ងាច	evening
(ពេល)ថ្វីលេច	sundown
(ពេល)ព្រុលប់	dusk
(ពេល)អាប្រាត្រ	midnight

Examples

ពួកខ្ញុំបានដូចបាត់យប់មិញ ។
We met him last night.

ព្រីកមិញ ខ្ញុំបានសិក្សានៅតម្លៃរាល់ម៉ា ។
I studied in Alma this morning.

តើបងប្រើបង ពេលរសៀលថ្វីនៅក្នុង ?
What are you doing tomorrow afternoon?

ព្រឹលីមឡើង យើងតើងតើហាត់ប្រាណា ។
In the morning, we always exercise.

នៅពេលថ្វីគ្រែង ភាគាសធាតុក្នុងណាស់ ។
At noon it is really hot.

Telling Time and Dates

As you learn how to talk about times, dates, days, and months it may be helpful to review the vocabulary associated with these grammar principles. Take some time now to review pg. 227 of your TALL VP book to refresh yourself on the names of the days and months. This section is split into two parts. The first part will help you talk about time lasting longer than a day. The second part of this section will focus on the grammar form required to give the time of day.

Placing Events in Time

Take a look at the table below and familiarize yourself with time words of the duration of a day or longer.

Term	Meaning
ថ្ងៃនេះ	today
ថ្ងៃស្អែក	tommorrow
ខាន់ស្អែក	the day after tomorrow
ម្មីលមិញ	yesterday
ម្មីលថ្ងៃ	the day before yesterday
សប្តាហ៍នេះ	this week
សប្តាហ៍ក្រោយ	next week
សប្តាហ៍មុន	last week
ពីរសប្តាហ៍មុន	two weeks ago
ឆ្នាំនេះ	this year
ឆ្នាំក្រោយ	next year
ពីរឆ្នាំក្រោយយើ	in two years
ទសភ្សា	decade
សភាក្ស់	century
សហស្សីរត្បូរ	millennium

Examples

ថ្ងៃនេះ: គាត់ជួបអត់បាន ។

She can't meet today.

ពីរឆ្នាំក្រោយមក គេបានត្រឡប់ទៅផ្ទះវិញ ។

They went home two years later.

ជួបគ្នានៅប្រព័ន្ធដែលនៅថ្ងៃអាចិត្តក្សោរ ។

See you at church next Sunday.

បីសប្តាហ៍មុនខ្ញុំនៅក្នុងពេញ ។

Three weeks ago I was in Phnom Penh.

នៅសហស្សីរត្បូរចុងក្រោយយប់គ្រឹះសិល្បៈនឹងសោយកង្វែ ។

During the millennium, Christ will reign.

Giving a Time and Date

The time and date in Cambodian are given differently than in English. When giving the time, natives will almost always indicate the time of day after the number to give context (much like a.m. and p.m.). When giving the date, Cambodians use a day-month-time format. It is also very common to use a number to represent the month instead of its name. Listen to natives as they announce the date or give you the time so you can become used to the different word order. The forms below should also help guide you as you learn how to perform this basic function.

35e

Time = ម៉ោង + hour : minute + នាទី + time-of-day

ម៉ោង	Hour	Minute	ម៉ោង	Time-of-day
អ្នករ៉ែន	បុណ្យ	នាក់	រ៉ែន	រ៉ែន
			10:15 p.m.	
ម៉ោង	៧	២០	នាទី	ព្រឹក
			7:20 a.m.	
ម៉ោង	៥	៣០	នាទី	ល្ងាច
			5:30 p.m.	
ម៉ោង	៨	៤៥	នាទី	យប់
			8:55 p.m.	
ម៉ោង	៣	៥៥	នាទី	រេដ្ឋល
			3:55 p.m.	

35f

Date: ថ្ងៃ + ខែ + day + ឆ្នាំ + month + ឆ្នាំ + year

ថ្ងៃ	Day	ខែ	Month	ឆ្នាំ	Year
ថ្ងៃទី	៩	ខែ	មិថុនា	ឆ្នាំ	១៩៩៣
			June 1, 1993		
ថ្ងៃទី	៤	ខែ	កក្កដា	ឆ្នាំ	១៧៧៦
			July 4, 1776		
ថ្ងៃទី	៥	ខែ	សីហា	ឆ្នាំ	១៨២០
			August 5, 1820		
ថ្ងៃទី	៨	ខែ	ឬ	ឆ្នាំ	២០១៧
			February 8, 2017		
ថ្ងៃទី	១២	ខែ	៩៤	ឆ្នាំ	២០២០
			December 12, 2020		

Remember

- Asking the time is done by asking “how many hours.”
- Time-of-day words are important for indicating when something is happening.
- When giving the time, state the hour, the minute, and the general time of day.
- The date is typically given in day-month-year format. The month is commonly given as a name or also as a number (e.g., month 3=March).

Activities

Personal



Speaking

- A. Look through your planner at all of the activities you have planned for the day. Say the starting and ending times of each activity out loud.



Listening

- B. While the conductor is making announcements in sacrament meeting, listen for the time of activities taking place throughout the week. Write them down in your planner so you can plan which activities to invite investigators and recent converts to.
- C. Listen for words that Cambodians use to describe what the time is, such as ជាង តិច and ជិតដល់. These words are used to say whether it is close to, right on, or past a particular hour. Listen for these words and then use them yourself.



Reading

- D. Throughout the day, practice telling time by looking at your watch or a clock, and say the time out loud. If you can't tell the time after a few seconds, then write it down. Practice the times on your list that you struggled with most.
- E. Read the sixth bullet point under "How to Begin Teaching" in chapter 10 of *Preach My Gospel*. Try to memorize it before your next teaching appointment. Practice explaining out loud some of the expectations you have for teaching the investigator, such as the typical duration of teaching appointments and how long church lasts (3 hours).



Writing

- F. Match the names of the days and months with their Cambodian names. Check your answers.

a.	February	ខែមេសា
b.	Sunday	ថ្ងៃសៅរ៍
c.	November	ថ្ងៃអង្គារ
d.	Monday	ខែធ្នូ
e.	June	ខែកុម្ភៈ
f.	January	ថ្ងៃច័ន្ទ
g.	December	ខែគុណា
h.	Thursday	ថ្ងៃអាទិត្យ
i.	Saturday	ខែវិចិកា
j.	March	ថ្ងៃពុធ
k.	July	ខែមករា
l.	October	ខែសីហា
m.	Tuesday	ខែកញ្ញា
n.	Friday	ខែខែសា
o.	April	ថ្ងៃសុក្រ
p.	August	ថ្ងៃប្រហាស្សីតិច
q.	Wednesday	ខែមិថុនា
r.	September	ខែកញ្ញា
s.	May	ខែមិថុនា

- G. Write out the following times in Cambodian. Remember to use words to describe the time of the day like ព្រីក ថ្ងៃ ល្ងាច នស្បែល and យប់. Check your answers.

For example: 5:30 p.m. ម៉ោងប្រាំកន្លែង:ល្ងាច

1. 9:30 p.m.
2. 4:15 p.m.
3. 8:40 a.m.
4. 2:30 p.m.
5. 12:00 p.m.
6. 10:20 a.m.
7. 6:30 p.m.
8. 11:00 p.m.
9. 6:15 a.m.
10. 12:00 a.m.

- H. Write a timeline of major events that have happened in your life. Write a sentence using the grammar from this section to describe each event in your life. Select one event that you wrote down, and in a lesson or with your companion, talk about how it impacted you. Example: Eight years ago, my grandmother had cancer. កាលពីដ្ឋានមុន យាយខ្ញុំតែងមិនមានវិរក ។

Companion



Speaking

- I. Pretend that you and your companion are contacting in a neighborhood and are focused on talking with everyone. You meet a couple of people that are interested to learn more about the message of the Restoration, so you ask if you can come back and teach them more. With your companion, have one missionary take the role of the person being contacted and the other take the role of the missionary. Practice inviting and setting up a return appointment. Once finished, switch and do it again.
- J. Practice telling the date to your companion. Your companion will ask you each time "What is the date?" or "What day is it today?" You will then reply with the following dates. Afterwards, switch with your companion. You can do the same dates or change them if you like.
 1. Saturday, December 5, 1942
 2. Tuesday, April 6, 1830
 3. Thursday, February 29, 1996
 4. Friday, September 26, 2008
 5. Wednesday, May 14, 2014
 6. Monday, June 15, 1964
 7. Sunday, March 12, 2017



Listening

- K. When asked what year they were born or what age they are, Cambodians will often tell you what Chinese Year they were born (Year of the Dog, Year of the Monkey, etc.). A useful skill is to memorize what each year's name is, since their official names are not common words in Cambodian (these words aren't used in any other context besides speaking about Chinese years). For instance, they typically don't say ឆ្នាំសង្គ or ឆ្នាំស្វា, but rather ឆ្នាំចិន and ឆ្នាំកុំព្យូទ័រ. In the appendix, study the list of Chinese year names, along with their meaning. You could even memorize the order and years they correspond with, as many Cambodians can estimate someone's actual birth year based off the corresponding Chinese Year. Knowing this would endear you to many older Cambodians, who are more likely to use Chinese years when speaking about birthdays than they are to use numerical years.



Reading

- L. Read the missionary schedule together from the *Missionary Handbook*. Talk about how your schedules vary throughout the day. Use time expressions to describe your daily schedule.



Writing

- M. Use time expressions from the past to write a story about one of your ancestors to put in your My Family book. Trade stories with your companion and translate them into Cambodian. Remember that once the tense of the story has been established the speaker can use present tense to talk about an event that happened in the past.

Group



Speaking

- N. Pretend that you and your companion have just taught បើវិជ្ជារ៉ាន់ the message of the Restoration for the first time, and she has a couple of questions about Joseph Smith and the Book of Mormon. You said you would love to answer her questions, but you have to hurry off to your next appointment. With your companion, have one missionary take the role of បើវិជ្ជារ៉ាន់ and the other of the missionary. Practice setting up a return appointment to come back and teach tomorrow. Come back as a group and talk about what ways have worked best for you as you have tried to make return appointments. This may lead into a discussion about keeping track of appointments, questions asked, and commitments that were made in the previous appointment.
- O. You met a man outside the church that seemed interested in what Christians do. You offered to give him a tour of the church, and he accepted. This morning, he met you and your companion at the church and wants you to show him around. With your companion, have one missionary take the role of the man and the other of the missionary. Give the man a tour of the church and of the different rooms. Explain about each meeting and how long each meeting lasts. At the end, invite the man to attend church with you on Sunday. Explain to him when church is every Sunday.
- P. ប៊ូវិជ្ជារ៉ាន់ has been struggling to read the Book of Mormon every day. He always reads the assigned chapters that you give him, but he doesn't know where to read when he is finished with those passages. Teach ប៊ូវិជ្ជារ៉ាន់ the importance of studying the scriptures often and challenge him to start reading the Book of Mormon from the beginning and to continue to read it every day. Pair up with another companionship. Practice teaching ប៊ូវិជ្ជារ៉ាន់. When you are finished, switch roles and do it again.

Review: Time, Date, and Location

This review will help you see how well you have learned the material in the previous section. It will also help you evaluate your ability to apply several different grammar principles you have learned in performing the following function:

Asking and Answering Questions of Time, Date, and Location

- Time
- Location and Direction

Activities

Personal



Speaking

- A. Review the previous week in your planner and read out loud your daily routines and appointments, including the time that you did them.



Listening

- B. Call a less-active member and schedule an appointment to come and visit them at his or her house. Pay close attention to what times are best to meet them and the directions as to where they live.



Reading

- C. Read through the schedule listed in the *Missionary Handbook*. Make a note of how you can use your time more effectively.



Writing

- D. Write an encouraging letter to a member in the ward or branch where you are serving who is planning to serve a mission. In the letter, describe to him or her what it is like to be a missionary. Include things like your daily schedule, some of the challenges and rewards of being a missionary, and some tips on how he or she can best prepare to serve.
- E. In your language notebook, write down the directions to your favorite restaurant in one of your areas relative to the location of the church.

Companion



Speaking

- F. Take turns describing how to get to the mission home, stake center, and bishop's house relative to the location of your apartment.



Listening

- G. Periodically throughout the day, ask for directions to different places, such as the nearest market, the closest convenient store, or bike mechanic, from different people you come in contact with (people on the street, ກົ່າຍື້ drivers, members, or investigators). Ask for these directions even if you already know how to get to these places. It will help you learn new ways to describe directions. Review with your companion the location and direction words you heard them say.

Group



Speaking

- H. Scenario: You and your companion are taking a ກົ່າຍື້ from the bus station to the mission office. On the way there you talk with the taxi driver who tells you he has five children. When the ກົ່າຍື້ driver sees that you are missionaries, he explains that he has been to church before and is interested in learning more. Have each companionship in the district take turns role playing as the ກົ່າຍື້ driver and the other take the role of the missionary. Practice explaining to the driver how to get to the mission office, and then practice inviting him to learn more about the Church.

Appendix

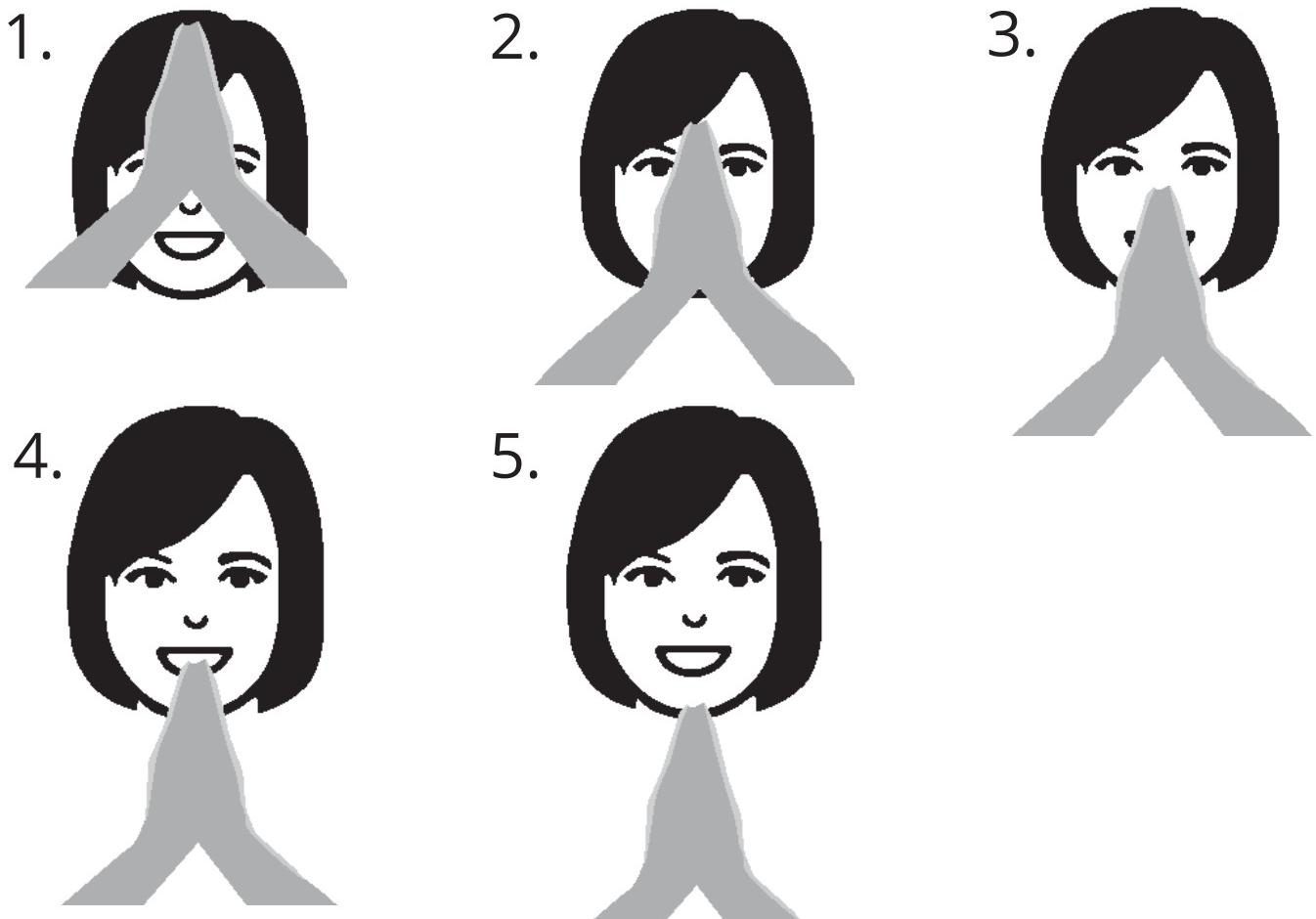
Appendix

Appendix

Culture Tips

The following are general guidelines for how to act and speak as you navigate the Cambodian language. While these may not apply to every situation you encounter, they are a good basis to build on and will generally steer you in the right direction.

- Your age is directly related to your social rank in society. The older the person, the more respect and deference that should be shown.
- The highest point of the human body is the head; therefore, to touch another's head is a sacred and intimate opportunity. Avoid sitting or standing above and over someone. Never touch another person's head without his or her permission.
- The lowest point of the body is the foot. Avoid ever pointing with, or exposing, the bottom of your feet to those around you. When sitting on the floor be sure your legs are tucked underneath you.
- In general, the longer and more complete your sentence, and the less you drop words and particles, the more formal your speech is. Using the full form of a word and complementary end particles will show respect to your audience.
- Typically interrupting those older than you, or correcting their mistakes, is considered rude and should be avoided. The same is true in the student-teacher relationship. Extra-special care must be taken whenever you speak about (or to) deity, royalty, and religious clergy. There is a highly specialized vocabulary for these circumstances.
- Using both hands when greeting (ស្វែងពេជ្រ), when receiving or giving an object, and when doing other activities shows great respect. In contrast, only using one hand is less formal.
- Social interaction between genders is very limited, especially in public settings. Follow closely the guidelines given in the missionary handbook regarding interaction with the opposite gender to avoid any situation that may be perceived as inappropriate. What may seem harmless to you could be seen as improper to a Cambodian.
- Many investigators, less-actives, and even members may use language that seems appropriate—even harmless—but in fact would be offensive or inappropriate for a missionary to say. Be careful when imitating words and phrases you have heard from others, and always be sure the words you use are in harmony with your sacred calling.



ការសំណែះ

1. Hands above eyebrows: angels, God, and deity
2. Hands at eyebrows: kings, monks, and sacred objects
3. Hands at nose: parents, ancestors, teachers, and leaders
4. Hands at lips: boss, older people, and higher ranking people
5. Hands at chest: friends, equals, and younger

Chinese Zodiac Table

ឆ្នាំចិន			
ឆ្នាំចិនបុគ្គាស	លេខា៖	លេខាទំរង់សាមញ្ញ	ឆ្នាំអន្តរជាតិ *
ឆ្នាំទី១	ឆ្នាំចិន	កណ្តាល	2008, 1996, 1984, 1972, 1960, 1948, 1936
ឆ្នាំទី២	ឆ្នាំឆ្នាំ	តោ	2009, 1997, 1985, 1973, 1961, 1949, 1937
ឆ្នាំទី៣	ឆ្នាំខាល	ខ្យា	2010, 1998, 1986, 1974, 1962, 1950, 1938
ឆ្នាំទី៤	ឆ្នាំម៉ោះ	ទន្លោយ	2011, 1999, 1987, 1975, 1963, 1951, 1939
ឆ្នាំទី៥	ឆ្នាំកៅង	នាត	2012, 2000, 1988, 1976, 1964, 1952, 1940

ឆ្នាំទី៦	ឆ្នាំម្ភារ៉ា	ពស់	2013, 2001, 1989, 1977, 1965, 1953, 1941
ឆ្នាំទី៧	ឆ្នាំមិថុនា	សេះ	2014, 2002, 1990, 1978, 1966, 1954, 1942
ឆ្នាំទី៨	ឆ្នាំម៉ែត្រ	ពេះ	2015, 2003, 1991, 1979, 1967, 1955, 1943
ឆ្នាំទី៩	ឆ្នាំកែវ	ស្ទា	2016, 2004, 1992, 1980, 1968, 1956, 1944
ឆ្នាំទី១០	ឆ្នាំការា	មាន់	2017, 2005, 1993, 1981, 1969, 1957, 1945
ឆ្នាំទី១១	ឆ្នាំចោរ	ផែ	2018, 2006, 1994, 1982, 1970, 1958, 1946
ឆ្នាំទី១២	ឆ្នាំកុរ	ប្រុក	2019, 2007, 1995, 1983, 1971, 1959, 1947

List of Common Classifiers

More Common Classifiers in Cambodian

Classifier	Used for:
នាក់	persons (common people)
រូប	persons, pictures, paintings, statues, monks
អង្គ	monks, gods, royalty, statues of Buddha
គ្រឿសារ	families
កូល	cattle, books, animals, people (impolite)
ពួក	groups, associations, squads
ក្រុម	groups, associations, squads, teams
កង	groups, units (military)
សាទា	branches (of a business, organization)
អង្គភាព	units (of an organization)
ហ្មាច់	flock, herd, large crowd
សម្បក	nests (used jokingly to classify sets of grandchildren)
គី	pair, couple
ខ្លឹម	yoke, pair of animals that can be yoked
នីកាយ	sect, denomination
បទ	songs, poems, stories
ច្បាប់	articles, letters, laws
ប្រការ	laws, articles, provisions
ចាន	plates
កែវ	glasses
ដប	bottles
ក្រុងដប	large bottles, jugs

ច្បាង	cask, barrel, large container
ឆ្លំង	pots
ផែក	scoops, ladlefuls
ប្រអប់	boxes
កញ្ចប់	packages
កំបែង	cans
ម៉ាត់	mouthfuls (of food, words, etc.)
បាត់	bundles/bunches (of long things like string beans, firewood, or sugar cane)
ចង្កាម	bunches/clusters (of fruit)
កេស	cases
ចង្វាយ	coils
ផ្តុំ	fruits/vegetables
ស្និតិ	hands of bananas
ស្ថង	stems of bananas/cluster/bunch
ឆ្លាយ	stems of coconuts/palm fruits, etc.
ចេន	40 fruits
ទូរ	dozens
ដុំ	clumpy, clunky, blocky, lumpy things (like rocks, meat, etc.)
ដើម	long, skinny things
កាំ	spokes, rays
សន្លឹក	flat sheets of things
សរៀសប	long, stringy things (skinnier than ខ្សែ)
ខ្សែ	long, stringy things (thicker than សរៀសប)
គ្រឿង	machines, vehicles, etc., children (impolitely)
ក្រាប់	round things (typically small)
របំ	rolls of something
រម្យ	rolls of something
តំន់	piles
កំភូស	informal slang word for "a ton" or "a lot"
ចំនួន	amounts (often used as an intentionally vague classifier)
ដុល្លារ	American dollars

រៀល	Cambodian dollars
បែង	bags, baggies (usually for small to medium-sized bags)
បារ៉ា	large canvas bags, bales, sacks
សេវាង	sacks, large bags
កំប្លាង	medium-size bag/ woven basket
ចង្គុរ	shallow, flat basket
បន្ទី	flat, two-handled basket used to carry dirt/ other material
លូតិ	small, round basket
កញ្ចឹង	small, round basket
រទេះ	cartloads
ឡាន	truckloads
រឿង	stories, tales, events
ចំណុច	points, ideas
ផ្នែក	parts, pieces
ចំណោក	parts, portions
កំណាត់	slices, pieces, parts
ចំណាត	slices
លួយតុ	sets of something
កំប្បូ	sets, outfits
ដើមី	trips (there and back), feet
ជំហាន	steps
ប្រែង	corners, angles
ចំហោង	sides
ខាង	sides, directions
អាណារ	buildings
បន្ទប់	rooms
កំនៃង	places
តំបន់	areas
ផ្សេង	houses
ផ្ទះ	houses

ឯក	houses
ខ្ពស់	numbers
តុ	letters, numbers
ជំពូក	chapters, divisions
ទំព័រ	pages
មុខ	types, kinds, varieties, ways, dishes/courses (for food)
ធុន	kinds, types, sorts
បែប	ways, sorts, types
យោង	ways, methods, types
ផន	turns, periods, sessions
អាណាពី	terms (like for a job, or in political office)
ដង	times, occurrences, instances
វេស្សា	seasons, years (especially for monks)
រដ្ឋវេស្សា	seasons
ខ្លួច	cycles (of time), years (especially for babies)
សមាស	semesters
ត្រូត	moments
សន្និ៍	moments
វេណចេ	moments
បន្ទាត់	lines
ដំ	loops, go-arounds, spins
រំ	circles, rings
ទីក	unit of measurement equal to the length of fingers, one round of boxing
ចំកាម	length of stretched-out hand, from the tip of the thumb to the tip of the middle finger
កណ្តាប់	handfuls, fistfuls
ប្រភេទ	levels, types, classes, grades
វគ្គ	editions, volumes, classes, levels
ជាន់	levels, stories, layers
កំរិត	levels
ផ្ទរ	rows

Units of Measurement	
Cambodian	English
Time (ពេលវេលា)	
ឆ្នាំ	year
ខែ	month
អាទិត្យ / សប្តាហ៍	week
ថ្ងៃ	day
ម៉ោង	hour
នាទី	minute
វិនាទី	second
Length (ប្រវិជ្ជ / បណ្តុះបាយ) / Width (ទុកធម៌) / Height (កំពុស) / Depth (ចំនួរ)	
សង្គមិម័ត	centimeter
ម៉ែត្រ	meter
គីឡូម៉ែត (គីឡូ)	kilometer
Area (ក្រឡាក់ផ្លូវ)	
តីឡូការ	square kilometer
ម៉ែត្រការ	square meter
អារ	square meter (typically used for rice fields)
ហិកតា	hectare
Weight/Mass (ទម្ងន់)	
គីឡូក្រាម (គីឡូ)	kilogram
ក្រាម	gram
ខំ	one-tenth of a kilogram
តោន	ton
Volume (ចំណោះ)	
លីត្រ	liter
Speed (លេរ្បីន)	
គីឡូក្រុងមួយម៉ោង	kilometers per hour
Temperature (សិក្សុណ្ឌភាព / កំដៅ)	
អង្វោសង្គមិក្រាម	degrees Celsius
អង្វាប្រាន់ហេ	degrees Fahrenheit

Missionary Tasks

Introductions

Greeting

ជំរាបស្ថុរ!
Hello!

តើអីលខី/ស្តីស្រីស្ថុខសប្បាយទេ ?
How are you?

khñom sok sabbay. coh lookkruu/neakkruu viñ?
I'm fine. And you?

?	Subject	Verb	Location	tee?
	អីលខី/ស្តីស្រី Elder / Sister		ណា where?	
	ខ្លួន I	មកពី come from	ប្រទេសអាមេរិច U.S.A.	
តើ	គាត់ He, She	នឹងបម្រើនៅ will serve (location)	រដ្ឋយុបាត់ Utah	
?	ដៃគូរបស់ខ្លួន my companion		ភ្នំពេញតាំង Phnom Penh	ទេ yes/no?
	បងប្រស you (older brother)		ប្រទេសកម្ពុជា Cambodia	
			រដ្ឋ កាលីហ្សាង California	

?	Noun	kum cia	Noun	tee?
	ខ្លួន I		អ្នកធម្មជ្រើនយសាសនា missionary	អីលខី/ អីលខី/ អីលខី/
	ពួកខ្លួន/ពួកគាត់ We/They		អ្នកណា ? who	
តើ	បងប្រី you (older sister)	គឺជា is/am/are	ស្តីស្រី Sister ____.	អីលខី/ អីលខី/
?	គាត់ He, She		ដៃគូរបស់ខ្លួន my companion.	ទេ yes/no?
	អ្នក you		អីលខី Elder ____.	

?	Subject	Verb	nho	Location	tee?
	អីលខី/ស្តីស្រី Elder / Sister		សមាជិកគ្រប់ខ្នានអ្នក ? members family how many people?		
	ខ្លួន I				
			បងប្រស older brother	ម្វែយ one	
តើ	គាត់ He, She	មាន have	បងប្រី older sister	ពីរ two	
?				បី three	អ្នក people yes/no?
	បង you		b?oon broh younger brother	បួន four	
	អីលខី Elder ____.		បងប្រី younger sister		

Give a Simple Overview

Subject	Verb	Object
ជំណើង ឯុទ្ធឌែលបេស់ត្រីស្ស gospel of Jesus Christ	គឺជា is	ព្រះបន្ទូលរបស់ព្រះ God's words
ព្យាការី Prophets	បង្ក្រោន teach	ព្រះបន្ទូលរបស់ព្រះ: យេស៊ូវត្រីស្ស Jesus Christ's words
ព្រះរិបាតាសិតិ Heavenly Father	ស្រឡាញ់ loves	កូនចោរបស់ព្រះ His children
	ដឹកនាំ leads / directs	ព្យាការីរបស់ព្រះ His prophets

Subject	Verb	(to cause)	Object	Verb	Object
ព្រះរិបាតាសិតិរបស់យើង Our Heavenly Father	ចង់ wants	ធ្វើ to cause	យើង us	គោរពប្រតិបត្តិតាម ^{ចង់} obey	ព្រះបន្ទូលរបស់ព្រះ ^{His words}
ជំណើង ឯុទ្ធឌែលបេស់ត្រីស្ស gospel of Jesus Christ	ឱ្យយូរ help			រួម ^{ចង់} learn	ព្រះបន្ទូលរបស់ព្រះ ^{God's words}

Subject	kមេ cia	Object
ពួកខ្ញុំ We ខ្លួន	គឺជា are/am	អ្នកជួញឲ្យផ្សាយសាសនា missionaries
		អ្នកនាំសារ messenger

Subject	kមេ cia	Object	Poss.	Object
យើង we (all inclusive)		កូនចោរ children		ព្រះ God
ព្រះយេស៊ូវត្រីស្ស Jesus Christ		ព្រះរាជបុត្រា Son	របស់	ព្រះ Heavenly Father
ព្រះគិតិមនុយន The Book of Mormon		ព្រះបន្ទូល word(s)		ព្រះយេស៊ូវត្រីស្ស Jesus Christ
យូស៊ូប៊ីដ Joseph Smith	គឺជា is/am/are	ជា prophet	នៃ	ព្រះ God
ពួកខ្ញុំ we (exclusive)		អ្នកតំណាង representatives	of	ព្រះយេស៊ូវត្រីស្ស Jesus Christ
ជីវិតនេះ This life		ពេលដែល time		ការសាកល្បង testing
ព្រះ				អ្នកណា ? who អ្នក ? what
ជំណើង ឯុទ្ធឌែលបេស់ត្រីស្ស gospel of Jesus Christ				

Object	Possessive	Noun
ព្រះរិបាតាសិតិ Heavenly Father	របស់ (possessive particle)	យើង We, us (all inclusive)
កូនចោរ children		ព្រះរិបាតាសិតិ Heavenly Father
កូនប្រស son'		ព្រះ God
ព្រះរាជបុត្រា Son (godly son)		ព្រះយេស៊ូវត្រីស្ស Jesus Christ
ព្យាការី prophet		
ព្រះបន្ទូល word(s)	នៃ of (possessive)	
អ្នកតំណាង representative		
ជំណើង ឯុទ្ធឌែល		
សេចក្តីប្រសឡាញ់ love		

Offer a Prayer

Address Heavenly Father

?ao	Subject	?eey			
ឪ oh	ព្រះវរបិតាសុគិតិ Heavenly Father	ដើរបាន used to get someone's attention			
Verb					(Direct) Object
សូមអរគុណា thank (honorific)	ត្រូង់ Thee	សម្រាប់ for (generic)	សុខភាពល្អបស់ពួកទូលបង់ our good health		
ខ្លួនបង្ក់/ ពួកខ្លួនបង្ក់ I/We (honorific)	សូមធ្វើ request	ត្រូង់ Thee	ជំនួយល្អនៃព្រះយេស៊ីវគ្រឿស្ស gospel of Jesus Christ	សក្ខីភាពបស់ទូលបង់ my testimony	
Verb					(Direct) Object
ប្រាការពីរដល់ bestow blessings to				ក្រុមគ្រឿសារបស់ពួកទូលបង់ our families	
				បងប្រស older brother (name)	
				អ្នកព្យែនបស់ពួកទូលបង់ our investigator(s)	

Give Thanks and Request Blessings

Subject	Verb	Subject	For	?aokah	Verb	Object
					ព្រឹត្តិតាម follow	គ្រឿសារនៃព្រះយេស៊ីវគ្រឿស្ស example of Jesus Christ
សូមអរព្រះគឺណា thank (honorific)	ត្រូង់ Thee	សម្រាប់ for	ឱកាស opportunity	ឱ្យល់ understand	អំពីដែនការណ៍នៃសេចក្តីសម្រោះ thy plan of salvation	
ខ្លួនបង្ក់ I				ទិន្នន័យ receive	ចម្លើយពីការអធិស្ឋានបស់ទូលបង់ answers from my prayer	
					Verb	Object
សូមធ្វើ request	ត្រូង់ Thee	ជួយ help	បងប្រី older sister (name)	មានអារម្មណភាពី have feelings from	សេចក្តីដែលព្រះយេស៊ីវគ្រឿស្ស faith in Jesus Christ	
				ព្រះ desire	បំណងប្រាម្បូចដែលអធិស្ឋាន desire want to pray	
					ព្រះពិត្យធម្មណបរិសុទ្ធ the Holy Ghost	
					ការកំប្រចិត្ត repentance	
នៅក្នុងព្រះនាមនៃព្រះយេស៊ីវគ្រឿស្ស អាម៉ែន						
In name (honorific) of Jesus Christ, amen						

Testify

	Subject	(none)	Adjective
	ព្រះរឹបិតាសិទ្ធិ Heavenly Father		ណូតតាមខ្លោះ perfect
	ព្រះយេស៊ីវីគ្រឿសុ Jesus Christ		អតិថ្នូត patient
			ធម្មតបុត meek
			ស្មោះគ្រង់ honest
	Subject	Helping V.	Noun
ខ្ញុំដើរមិនមែន I know that...			សេចក្តីមេត្តាករុណា mercy
ព្រះ	ពោរពញ្ចាយ		សេចក្តីយុត្តិធម៌ justice
God	filled with		ព្រះជនុស់នៅ life (god's) living
	មាន		គ្រប់ព្រះចែលា all power (divine power)
	have/has		គ្រប់ប្រាណ្យា all wisdom

?	Subject	baan	Verb	Object	How?
តើ?	ព្រះយេស៊ីវីគ្រឿសុ Jesus Christ		ទទួលយក receive(ed) and took	ផលវិធាកនៃការធ្វើបាប consequences of sin	
	ព្រះអង្គសព្រះ Savior		ផ្តល់ឲ្យនៅ provid(ed)	ឯកាសដើម្បីកើតប្រចិត្ត opportunity in order to repent	
	ព្រះអ្នម៉ាស់ Lord	បាន (past tense)	ឈ្មោះលើ conquer(ed)	សេចក្តីស្អាប់ death	យើង me?
	ដង្ហាយធ្វើនេះ		លើកងាត់លើ	ការលើចាប់បរិច្ឆេទ	មិច how?
	ព្រះយេស៊ីវីគ្រឿសុ Atonement of Jesus Christ		និន្ទេនៅនៅ take(took) upon Himself	ការទាមទារទាន់ខ្សោយនេះ	សេចក្តីយុត្តិធម៌ demands of justice
			បំពេញ satisfy(ed)		

taam royea?	Object	Subject	Helping V.	Verb	Object
តាមរយៈ through	សេចក្តីដើរនៅព្រះយេស៊ីវីគ្រឿសុ Jesus Christ	យើង we		ឈ្មោះលើ overcome	ការមានទោស guilt
	ដង្ហាយធ្វើនៃព្រះយេស៊ីវីគ្រឿសុ Christ's Atonement			មានអារម្មណានៃ have feeling of	សេចក្តីសង្ឃឹម hope
	ព្រះដែន្មូរបស់គ្រង់ His power (divine power)			ទទួល receive	ការអភ័យទោស forgiveness
	ឥទ្ធិពលនៃព្រះវិញ្ញាណបរិសុទ្ធ influence of Holy Ghost	បង្កប្រស older brother	នឹង will (future tense)	ឈ្មោះក find	សេចក្តីសុខសាន់ peace
	ព្រះវិញ្ញាណបរិសុទ្ធ Holy Ghost			មានអារម្មណា have feeling	ថាមីយើងចែកចាយគឺជាការពិត that what we share is truth
	ព្រះដែន្មូរនៃព្រះវិញ្ញាណបរិសុទ្ធ power of Holy Ghost			ទទួល realize	ថាគម្រោះគ្រឿសុមានប្រះជនុស់នៅ that Christ lives
				ស្វាល់ know (be familiar with)	សេចក្តីពិតនៃគ្រប់ការទាំងអស់ truth of all things

Extend an Invitation

Because	SVO (Subject-Verb-Object)				SVO
ເដ້ຍສາກ	ເປັນ	ເມື່ອ	ເວັບໄຊ	ເກີດໄຂົງ	ເຮັດ
because	God	wants	us	develop	read
	ເປັນ	ເປັນ	ເປັນ	ໄປບົດ	Book of Mormon
	We	to	need	repent	ເວັບໄຊ
		ເປັນ	ເຮັດ	ທຸລະ	pray
		ເປັນ	receive	ຝຶກ	(location) church
		want	ເກີດມູນເຖິງ	eternal life	ທິພືບຸນາງົມ
				accept	baptism
			ເບາດຜູ້?		
			why?		

?	Subject	Helping Verb	Verb(Object)	Prepositional Phrase	dae ruu tee?
ເຕີ	ບັນປະສ	ຍັດ	ມັນ	ັນຢູ່	ໃຜຮູ້ແ?
?	older brother	understand	prayer	with your family	yes or no?
	ມູກຍືັງ	accept	read Book of Mormon	with us	(definitive)
	younger aunt		attend at church		
			receive baptism		

peel dael	SVO	nuh	SVO
	ບັນທຸລັບທີ່ບຸນາງົມ	ເປັນ	ບັນທຸລັບທີ່ເປັນ
	you receive baptism		you will be a witness of God's power
	ບັນມັນຢູ່	ເປັນ	ບັນທຸລັບການ
	you pray sincerely		you will receive guidance and direction
ເຕລນໃສລ	ບັນມານ	ເປັນ	ບັນທຸລັບເສັດ
When	Book of Mormon daily	then	you will receive protection from temptation
	you attend (location) church regularly		you will be filled with joy and peace
	you pray with your family		your family will have more happiness

Share a Scripture

Request	Verb	Book	Chapter	tiī	Number	Verse	tiī	Number	To	Number	baan tee?
សូម please ខ្ញុំសូមចូរអ្នក 'I request you'	បើក open អាន read	ទៅ to នីតិវិកីម្មយ 1st Nephi អាណា Alma	ជំពូក chapter	ទី	ម្បយ one	ន verse	ទី	ពីរ two	ដល់ to	បី three	បានទេ? can yes/no?
nuo	Prepositional Phrase	Subject		Verb		Object			SVO		
នៅ (location)	ក្នុង within	នគរូបនៃ this scripture	ព្យាករីម្មាក់ prophet one person	គាត់ he	ប្រាប់ tell	យើង us	មួលហោគុ reason (why)	គាត់ដើរីទៅលើព្រះគីសុ he believes in Christ			
			សេដ្ឋម្មាក់ king one person	បង្កើន teach	កូនរបស់គាត់ his child(ren)	បានដឹងរបស់គ្រប់ his people	ថាគីឡី (indirect q.)	សេចក្តីជាសី faith is what			
				ចែកចាយម្បយ share with			របៀប method (how)	ពួកគេអាចធ្វើឈាមព្រះ they can follow Jesus Christ			
dooc	cia	Object	If	SVO		nuh	Subj.		HV Verb Object		
ដូចជា like	ព្យាករី this prophet	បើ	អំពើ older aunt	ក្នុង keep	ព្រះបញ្ជាផីទាំងឡាយ commandments				កំលាំងសិក្សាត្រូវក្នុងដី strength to endure in this life		
	ប្រជាជននេះ this people			គ្នាប់ចែម listen to	ព្រះវិញ្ញាណ Spirit				ចម្លើយពីព្រះ answer from God		
				ទទួល receive	ពិធីបុណ្យប្រមិធទីក baptism	នោះ	អំពើ	នឹង	ការផ្តាច់បាប remission of sins		
					អធិស្ឋានដោយអស់ពីចិត្ត pray with all from heart				សេចក្តីប្រសិទ្ធភាព love towards neighbor		

Share an Experience

<i>kaal dael</i>	SVO (Subject-verb-object)	<i>nuh</i>	Subject	Past	SVO
កាលដែល when (past)	យីស់បស្តីជមានអាយុ១៤ឆ្នាំ Joseph Smith had age 14 years		គាត់ he	ចាន (past)	សាសនាថ្មីរបស្តីជាសាស្ត្រតិតិត្ត
	ខ្លួនសិក្សានៅក្នុងលេខ I studied (location) high school then	នៅ៖	នៅ	ឆ្លាប់ (have previously)	ដើម្បីមើលឯកពីប្រព័ន្ធដឹកជញ្ជូន which one church is true church?
	លោកតារសកិដ្ឋនូវពេល grandpa lived in period (of) war	ពេល៖	លោកតារ grandpa	ចូលចាត់ (indirect question)	ព្រះគម្ពីរមេរោនគឺជាការពិតិប្បួនទេ? the Book of Mormon is true or not?
		?			មានប្រែងនៅក្រោមហើយ there is God in heaven yes/no?
bəntoab pii	SVO			SVO	
បន្ទាប់ពី after	យីស់បស្តីជានសិក្សាប្រព័ន្ធគម្ពីរហើយ Joseph studied scriptures (completion indicator)		គាត់ចានសម្រេចចិត្តអធិស្ឋានសូរព្រះ		
	ខ្លួនពីចានរាយការពីព្រះគម្ពីរមេរោនហើយ I pondered about the Book of Mormon (completion indicator)		ខ្លួនលត់ដឹងអធិស្ឋានដល់ប្រែង	គាត់ចានសម្រេចចិត្តអធិស្ឋានសូរព្រះ	
nho peel dael	SVO			SVO	
នៅពេលដែល at time that / as	គាត់កំពុងតែអធិស្ឋាន he (in the process of) praying		គាត់ចានពិសោធនឹងមីនុយដើម្បីរបស្តីជាស្ថាប្បី		
	ខ្លួនសិក្សាប្រព័ន្ធគម្ពីរមេរោនលើកក្រាយ I study Book of Mormon next time		ខ្លួនមានអាមុនធមីនុយដើម្បីនឹងក្នុងចិត្តខ្លួន	គាត់ចានពិសោធនឹងមីនុយដើម្បីរបស្តីជាស្ថាប្បី	
taam royea?	Object			SVO (+ Prepositional Phrase)	
តាមរយៈ through	យីស់បស្តីជ Joseph Smith		ប្រព័ន្ធដានសុវត្ថិភាពសាសនាថ្មីរបស្តីឡើង		
	បទពិសោធនឹងនេះ៖ this experience		ខ្លួនទទួលសាក្សីពីប្រព័ន្ធហិរញ្ញាណប្រព័ន្ធគម្ពីរមេរោនគឺជាការពិតិ		
	របៀបនេះ៖ this method		លោកតារកំអាធិជិងបានប្រព័ន្ធដឹកជញ្ជូននៅក្នុងប្រព័ន្ធដឹកជញ្ជូន		

Scenario Practice

Scenario Practice

The following list contains prompts to practice how you would respond to certain scenarios. Use these prompts throughout your mission to improve your ability to answer a variety of questions and respond to different situations. You can practice responding to these prompts on your own, with your companion, or with a native speaker.

While you may not encounter these exact scenarios, practicing the language with these scenarios will help you:

- Learn new vocabulary words
- Memorize words and phrases
- Improve your understanding of grammar principles
- Have more comfortable and natural conversations
- Prepare for situations that you might encounter in your daily activities

Teaching

1. You have just extended a baptismal commitment to a progressing investigator and she has declined. She says that she doesn't see any need in getting baptized. Answer the question "Why do I need to be baptized?"
2. You are conducting a lesson with a recent convert. Teach a short lesson about the sacrament.
3. A man who you are talking to on a bus says that he has heard that we baptize dead people in the Church. Explain the doctrine of vicarious ordinances for the dead.
4. Give a short talk about the Holy Ghost at a baptismal service.
5. Explain patriarchal blessings to a recent convert who has just heard a talk in church about patriarchal blessings.
6. Explain how and why priesthood blessings are given to a progressing investigator who has suddenly become sick.
7. Explain the difference between the Aaronic and Melchizedek Priesthoods to a recent convert young man who is preparing to receive the Aaronic Priesthood.
8. Explain to an investigator with a baptismal date what they need to do to prepare to go to the temple.
9. Explain repentance to a new investigator with no religious background.
10. Explain faith to an investigator who is struggling with an alcohol addiction.
11. You are teaching an investigator for the second time. You have just talked about Moroni's promise in Moroni 10:3-5. Explain who the Holy Ghost is and what he does for us.
12. Explain the difference between the influence of the Holy Ghost and the gift of the Holy Ghost to an investigator who has just accepted a baptismal commitment.
13. Explain the difference between the Restoration and the Reformation to the non-member mother of a family in which the father and the 18-year-old son have just been baptized.
14. A woman whom you met while waiting in line at the post office asks you, "What's the difference between your church and any other church? What's special about your church?"
15. Explain the importance of making and keeping commitments to an investigator who is struggling to keep the commitment to read and pray.
16. Teach a small lesson in district meeting about using the scriptures.
17. Explain the necessity of trials to an investigator that is going through economic hardship.
18. You are asked to give a short talk in sacrament meeting about the scriptures. Explain the relationship between the Book of Mormon and the Bible.

19. Teach about and extend a commitment to keep the Sabbath day holy to a less-active family.
20. Explain how to pray to a man who has grown up reciting prayers.
21. A new investigator came to church last week for fast and testimony meeting and was a little confused at what fasting is and why we do it. Explain what fasting is and why it's important.
22. Explain confirmation and the gift of the Holy Ghost to an investigator with a baptismal date.
23. You are talking to an investigator who doesn't quite understand why her baptism in another church is not valid in our church. Respond to her concern.
24. Tell an investigator what happens after we die.
25. Tell an investigator about pre-earth life.
26. Explain the importance of prophets to a man that has very little experience with religion or with reading the Bible.
27. You are planning to teach a new investigator about the Restoration. Prepare three questions that will help you check for understanding.
28. Explain the Great Apostasy to a devout Christian whom you met through one of his member friends.
29. An investigator tells you that she has heard that we do not believe in the Bible.
30. Tell an investigator who does not have a Christian background about the resurrection of Christ. Bear your testimony of this event and of the principle of resurrection.
31. Explain how resurrection and reincarnation are different to an investigator who currently believes in reincarnation.
32. You are helping a member see how the gospel has blessed their life in order to motivate them to do missionary work. Tell how your life would be different if you didn't have the gospel.

Testifying

33. You are teaching an investigator with a baptismal date about the law of tithing. Testify about the importance of tithing.
34. You are teaching an investigator with a baptismal date about the law of chastity. Testify to an investigator about the importance of the law of chastity.
35. Testify about the importance of temples to a recent convert who is preparing to go to the temple.
36. You are teaching a woman with three small children who feels overwhelmed by everything that is required of her. Explain how daily prayer has blessed your life.
37. You are meeting for the first time with a family that was referred to you by the second counselor in the branch presidency. Testify of how the Atonement of Christ has affected your life.
38. Bear your testimony of the importance of obedience in a zone conference.
39. You are teaching a progressing investigator about dispensations and apostasy. Tell about how following the prophet has blessed your life.

Commitments and Follow-up

40. You are working with a less-active man who has not been to church since he was baptized. Promise blessings associated with coming to church.
41. You meet and begin talking with a young couple while going to another appointment. Invite them to hear more about eternal families and set up a meeting with them for another time.
42. Invite an active member to invite their non-member friends to a ward activity next week.
43. Invite the father of a part-member family (the mother and two sons are active members) to start taking the missionary lessons.

44. Follow up on a commitment you gave to a new investigator to read 3 Nephi 11 and pray about the Book of Mormon.
45. Follow up on a commitment you gave to an investigator with a baptismal date to stop smoking.
46. Promise blessings to an active member family associated with helping others learn of the gospel. Ask for referrals.
47. Extend a baptismal commitment to an investigator who has read and prayed about the Book of Mormon and has felt a confirmation that it is true.

Resolving Concerns

48. One of your progressing investigators asks you the question, "Why do bad things happen to good people?"
49. An investigator asks you why she cannot drink alcohol every once in a while in social situations.
50. A new investigator says that he likes some of the things that the Church teaches but thinks that there is more than one true church. Bear you testimony of the Restoration.
51. Ask three questions that would help you find out why a recent convert has become less active.
52. An investigator tells you that she wants to get baptized but does not know what her family will think.
53. Ask three questions that will help you understand why a new investigator does not want to come to church.

Telling a Story

54. You have an appointment with a less-active family that struggles with their testimonies of the Book of Mormon. Tell the story of the Brother of Jared. Talk about what you can learn from that story.
55. You are talking to a new investigator about the Book of Mormon. Talk about how you came to know that the Book of Mormon is true.
56. While tracting you meet a young man who invites you in. You have already talked about his religious background and he asks you what makes your church different from all the others. Briefly relate the story of the First Vision.
57. You are teaching a Sunday School class. Talk about how the Atonement worked in the life of Alma the Younger.
58. Relate your favorite experience that you have had while with your current companion while talking to your mission president in an interview.
59. You are talking to a recent convert who is trying to adopt the principles of the gospel in their parenting, but they feel overwhelmed. Tell about one thing that your parents have done to help you in your life.
60. Briefly relate the story of Adam and Eve in the Garden of Eden while talking to an investigator with a baptismal date about agency.
61. There is a young man in your area that has just received his mission call. He asks you what the MTC is like. Tell about your first day in the MTC. Who was there? When was it? What did you feel?

Getting to Know Someone

62. You have started up a conversation with a woman on a bus, she asks about where you are from. Talk about your hometown.
63. Tell about your family to the bishop in the ward you have just been transferred into.
64. Tell a man whom you met on the bus who you are and why you are here as a missionary.
65. A woman in the grocery store asks why you are wearing name tags. Explain your calling as a missionary. Get to know her and invite her to learn more about the gospel.

66. You've just moved into a new apartment. Introduce yourself to your next door neighbor and explain missionary service. Invite them to hear the first lesson.
67. Ask three questions that would help you get to know your new companion.

Other

68. Your companion came down sick this morning. Leave a phone message for an investigator telling them that you need to reschedule a meeting.
69. You are in a district meeting. Tell your district leader about the progress of one of your investigators.
70. You have just talked to a man on the street about the gospel and he is interested in learning more. He has set up a time to meet with you again, but you have also invited him to come to church with you on Sunday. He does not know how to get there. Tell him how to get to the chapel.
71. Talk with the branch president about how to help a less-active brother come back to church. Discuss how you can help him as missionaries, and discuss what the branch can do to help.
72. Leave a phone message for the missionaries in the area next to yours telling them about a man you met today on the street who lives in their area.
73. You are meeting with an active member before his investigator friend is coming over for a lesson. Tell him your plan for the lesson and let him know how you would like him to help teach.
74. Talk with your companion about your plans for the day, who you are visiting, what you are teaching them, where they live, and what commitments you would like to extend. Also discuss finding activities.
75. A new investigator is curious about missionary life. Talk about what you normally do on preparation day.
76. Tell a new investigator what to expect at a sacrament meeting.

Grammar Glossary

Grammar Glossary

This glossary is designed to be a quick reference to common grammar terms. Explanations on how to use these terms in Cambodian, as well as grammar terms unique to the language, can be found in different sections throughout the book.

active voice

The subject of the sentence performs the action of the verb.

adjective

Adjectives are words that modify or describe a noun or pronoun. They often match the noun they describe in number (singular or plural), case (subject, object, etc.), and gender (masculine or feminine). "An adjective tells you what sort, how many, how large or small, whose, and so on" (*Chicago 5.66*).

adverb

An adverb is a word that describes a verb, an adjective, or another adverb.

classifier

sometimes called a counter word, it is a word that accompanies nouns to define the size, shape or amount of the noun. For example "five *loaves* of bread" "two *gallons* of milk" "three *pieces* of candy" etc.

clause

A clause is a combination of words that includes both a subject and a verb. A clause can be independent or dependent. An independent clause can stand as a sentence on its own. A dependent clause cannot stand on its own, even though it has a subject and a verb, because it does not express a complete thought (e.g., it might start with "because" or "which," making its expression a dependent or incomplete thought).

complement

a complement is a word with identical meaning to the adverb of the sentence that is placed at the end of a phrase to emphasize the meaning of that word by bracketing the clause to which the adverb applies. Complementay words are two adverbs with the same, or similar, meaning that work to bracket a phrase (one beginning and one ending complement) in an identical fashion.

conjunction

Conjunctions are connecting words used to join or logically connect and order clauses (or concepts within clauses). Some common conjunctions include "and," "or," "if," and "but."

demonstrative

A demonstrative is a word used to point to specific things, such as "this," "that," "those," "this one," and "that one." Demonstrative adjectives modify nouns in the sentence. Demonstrative pronouns replace the nouns that they refer to.

diacritic

a sign such as an accent or marking, which is typically written abover or below a letter that indicates a difference in pronunciation from the same letter when unmarked.

gerund

In English a gerund is a verb that is modified by adding -ing to form a noun. For example, "Hiking is my favorite sport."

helping verb

A helping, or auxiliary, verb is used in coordination with a main verb to express nuances in the meaning of the main verb, for example, "I see" vs. "I have seen." "Have" is the helping verb and must be combined with the main verb "seen" to express the nuance in meaning.

infix

a particle or combination of letters placed in the middle of a word to modify or add to the meaning or usage of that word.

nominalization

the use of a word that is not a noun (adjective, verb, adverb) as a noun, with or without changing the word by use of prefix, suffix, or infix.

noun

A noun is a person, place, thing, or idea. A noun can be the subject or the object of the sentence.

object

The object of the sentence is whatever is being acted upon by the subject. Not all sentences have objects, but many do. Objects can be direct or indirect.

- *Direct*: A direct object is the person, place, thing, or idea which the verb is directly acting upon.
- *Indirect*: An indirect object is the person, place, thing, or idea which is receiving or benefiting from the action. It is often (though not always) translated in English as "to" or "for" something.

ordinal numbers

A number that tells the position of something by rank or in a list, such as 1st, 2nd, 3rd, 4th, 5th, etc.

particle

A particle is a word that does not fit under the main parts of speech. Particles can be used to emphasize particular words or parts of a sentence, and many do not translate well into English. Some particles can also act as another part of speech (e.g., to negate meaning).

passive voice

the subject of the sentence undergoes the action of the verb.

phrase

A phrase is a combination of words that lacks either a subject or a verb.

prefix

A particle or combination of letters added to the beginning of a word to add or modify the original meaning or usage of the word.

preposition

Prepositions tell us how, when, or where something is taking place. These words always precede a noun or pronoun. Combining a preposition with a noun or pronoun forms a prepositional phrase. For example, "through the Spirit" is a prepositional phrase in which "through" is the preposition and "the Spirit" is the noun.

pronoun

Pronouns are words that replace nouns. For example, "they" instead of "the people," or "he" instead of "the man."

- *first person*: When the speaker refers to themselves they typically do so in first person. For example "I" or "we" are first person pronouns.
- *second person*: When the speaker refers to the addressee (the person they are talking to), they typically use the second person pronoun "you."
- *third person*: When the speaker refers to a third party, or someone or something that isn't being directly addressed, they will use third person pronouns such as "he" "him" "she" "her" "it" "they" etc.

subject

The subject of a sentence is the person, place, thing, or idea (the noun) that performs an action (the verb).

suffix

A particle or combination of letters added to the end of a word to add to or modify the original meaning or usage of the word.

superlatives

the form of an adjective that indicates it is the most, or the greatest of the given category or description. For example smartest, tallest, quickest, slowest, etc.

verb

Verbs express actions or states of being. For example, a person "prays," "loves," and "blesses." These are things the subject (doer of the verb) does. A person "is," "seems," and "belongs." These express states the subject experiences.

verb tense

Verbs will conjugate, or change, to indicate whether an action happened in the past, is happening in the present, or will happen in the future.

Answers

1. Alphabet and Pronunciation

2. Learning to Read Script

A.

អយោស់:		យោស់:	
ថា	that	វា	it
បី	three	ពី	two
បើ	if	តើ	tree
ខ្សោយ	to try	យ៉ាង	to cry
ដៃ	hand	នៃ	of
ដាំរៀន	to grow	នាំ	to bring
កំណត់	do not	យុំ	to detain
កោះ	island	ពោះ	stomach
ចាំង	bright	គាំង	stuck
ចិត្ត	to come	មក	to come
ស្វែរ	to ask	គូរ	should
កោរ	to shave	គោរ	cow
ប្រែាប់	to compare	រៀន	to learn

F.

Diacritic		Non-Diacritic	
Words	Meaning	Words	Meaning
ដោក់	to put	ដោក	to take
កក់	to deposit	ក	neck
តង់	to stay	តង	to stack
បត់	to turn	បទ	song
កាត់	to cut	កាត	card
យល់	to understand	យក	to take
ដប់	ten	ដប	bottle
គុចប់	every	គុចប	to cover

ចំនួន	Monday	ចាន	dish
Diacritic		Non-Diacritic	
ឆ្លងក្រោះ	to tremble	ឆ្លង	hammer
មើលនោះនៅ	to look	មើល	who
ការណា	cause/event	ការ	prefix of a noun
ពណ៌ក	color	ពន្ល	blessing
សាសនា	nation	សាសនា	religion
ផ្សេទ	others	ផ្សេស	the same

S.

Homophones	
សិរី - All/every	សិរិ - to pump
ពស់ - Snake	ពោះ - Belly
នៃ - of	នឹង - Meaning
ចិត្ត - Heart	ចិត្ត - To peel
វារ - To crawl	វា - It/pronoun for something of a lower status
វន - A stand/veranda/to invade	វិន - To learn
មាន - To have	ម៉ោន - Longan
គូរ - Should/ought to	គូរ - Cluster/bunch (used in the Cambodian word for string beans)
លាក់ - Luck	លាប - To paint
សូន្យ - Zero/nothing	សូន្យ - To mold (clay/pottery)
អ្នក - You	នាក់ - A person (classifier)
លោក - To redeem	លួយសំ - Wire/to strip
ផ្សារ - Market	ផ្សារ - To weld

3. Sentence Structure

B.

Subject	Verb	Object	Complimentary Words	Prepositional Phrases
អ្នកទាំងអស់គ្មាន	ដែលមាន ដើរក្បាលឡើង ទុក្ខុល ទុក្ខុលទាន មាន បានទុក្ខុល	ចិត្តបិសទុក្ខុល ព្រះបន្ទូល នូវសេចក្តីជ្រើនទុក្ខុល គំនិតនៅបីដី ការណាពាណិជ្ជកម្ម	ចូរ...ចុះ	ដ៏ធ្វើម៉ោនប៉ុណ្ណោះ កែស់ច្បាច់ចំ ដកបតទៅ

D.

Without Both Compliments	With Both Compliments
1) តាត់នៅតែមិនដឹងបៀបរៀបារាជិតា	តាត់នៅតែមិនដឹងបៀបរៀបារាជិតនៅឡើយ។
2) ព្រះមិនប្រណិកអំពើបាបទាំងឡាយ។	ព្រះមិនប្រណិកអំពើបាបទាំងឡាយឡើសេះ។
3) ខ្ញុំមានសក្ខីភាពនៃព្រះគម្រោះ។	ខ្ញុំមានសក្ខីភាពនៃព្រះគម្រោះនូវរៀលជោរា
4) ពួកយើងមិនអាចត្រលប់ទៅហេងសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយ។	ពួកយើងមិនអាចត្រលប់ទៅហេងសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយទេ។
5) ព្រះតែងតែស្ថាប់ការអធិស្ឋានរបស់យើង។	ព្រះតែងតែស្ថាប់ការអធិស្ឋានរបស់យើងជានិច្ច។
6) ខ្ញុំត្រាន់តែបានរៀនភាសាអ្វីបាននៅខ្លួន។	ខ្ញុំត្រាន់តែបានរៀនភាសាអ្វីបាននៅខ្លួនដូចណាម៉ា។
7) ដើលខើរទាំងនេះទីបំផុះមកជល់។	ដើលខើរទាំងនេះទីបំផុះមកជល់មិញ។
8) ខ្ញុំអត់ដឹង។	ខ្ញុំអត់ដឹងទេ។
9) អ្នកនឹងអាចយើងបានបែងចាយបំផុះអ្នកមួនឡើត។	អ្នកនឹងអាចយើងបានបែងចាយបំផុះអ្នកមួនឡើតបាន។
10) ខ្ញុំអត់មានសំនួរ។	ខ្ញុំអត់មានសំនួរទេ។
11) ដែគ្មីរបស់ខ្ញុំនឹងខ្ញុំតែងតែពិភាក្សាអំពីមនុស្សដែលពួកយើងបានរៀន។	ដែគ្មីរបស់ខ្ញុំនឹងខ្ញុំតែងតែពិភាក្សាប្រើប្រាស់បំផុះលើអ្នកយើងបានរៀន។
12) ខ្ញុំរៀលបៀបរៀបចំពីស្ថាប់។	ខ្ញុំរៀលបៀបរៀបចំពីស្ថាប់ជោរា

E. 1) ដំណឹងណ្ហនៃព្រះយេស៊ីវិត្សីដួលនៅលើសក្ខីភាពដែលបានបែងចាយបំផុះអ្នក។ 2) ថ្ងៃនេះ ខ្ញុំចង់ថ្ងៃនេះសក្ខីភាពរបស់ខ្ញុំដែលបានបែងចាយបំផុះអ្នក។ 3) យើងត្រូវតែបានសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយ។ 4) ព្រះដឹងនូវអ្នកត្រូវបានបែងចាយបំផុះ។ 5) សូមដាក់ចូលនូវ flash-drive នេះ ទៅក្នុងកាំក្បុំឡើង។ 6) ថ្ងៃនេះ យើងបានយកទូរសព្ទព្រះគម្រោះនូវមកទីនេះ។ 7) តាត់បាបច្បាប់ពួកគោរពនៅប្រើប្រាស់បានបែងចាយបំផុះអ្នក។ 8) ដោយសិទ្ធិអាចបង្កើតភាពធមូលិតាតិត្យាបានបែងចាយបំផុះអ្នក។ 9) ខ្ញុំនឹងប្រាកាសដល់ប្រជាធិបតេយ្យកម្រិតពិភាក្សាបាន។ 10) ខ្ញុំបានសរសើរនៅលើបុគ្គល់ប្រជាធិបតេយ្យ។ 11) ដែគ្មីនឹងខ្ញុំតែងតែពិភាក្សាបាន។ 12) ព្រះបានបែងចាយដែលយើងខ្ញុំបានរៀន។

F. 1) តាត់នៅតែមិនដឹងបៀបរៀបារាជិត។ 2) ព្រះមិនប្រណិកនៅលើសក្ខីភាពនៃព្រះគម្រោះ។ 3) ពួកយើងមិនអាចត្រលប់ទៅហេងសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយ។ 4) ពួកយើងមិនអាចត្រូវបានសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយ។ 5) ព្រះតែងតែស្ថាប់ការអធិស្ឋានរបស់យើង។ 6) ខ្ញុំបានរៀនភាសាអ្វីបាននៅខ្លួន។ 7) ព្រះតែងតែបានសូតំដោយគ្មានការធ្វើនូវសេចក្តីសញ្ញាតិបំផុះទាំងឡាយ។ 8) ខ្ញុំអត់ដឹង។ 9) អ្នកនឹងអាចបង្កើតភាពធមូលិតាតិត្យាបានបែងចាយបំផុះអ្នក។ 10) ខ្ញុំអត់មានសំណួរអ្នក។ 11) ដែគ្មីនឹងខ្ញុំតែងតែពិភាក្សាបាន។ 12) ខ្ញុំរៀលបៀបរៀបចំពីស្ថាប់។

4. State of Being

- A. 1) តាត់នឹងធ្វើជាអ្នកដឹកនាំលូម្ងាក់។ 2) ខ្ញុំត្រូវបែងចាយបំផុះអ្នក។ 3) អតានេះត្រូវបែងចាយបានរៀន។
- 4) តាត់នឹងធ្វើជាលើកដឹកនាំលូម្ងាក់។ 5) តាត់ត្រូវបែងចាយបានសាទា។ 6) នេះគឺជាប្រភពតាត់របស់តាត់។ 7) ប្រចែកអ្នកជាប្រចែករបស់តាត់។ 8) ខ្ញុំត្រូវបែងចាយបំផុះអ្នក។ 9) ខ្ញុំត្រូវបែងចាយបំផុះអ្នក។ 10) តាត់នឹងធ្វើជាប្រចែកដឹកនាំលូម្ងាក់។ 11) ដែគ្មីនឹងខ្ញុំតែងតែពិភាក្សាបាន។ 12) ខ្ញុំរៀលបៀបរៀបចំពីស្ថាប់។
- B. 1) អ្នកនឹងរៀបចំនូនដើម្បីរៀបចំរៀបចំសាសនាផាក្សាសានៅខ្លួន។ 2) ព្រះគម្រោះនេះជាបានអង់គ្លេស ឬនៅឡើយ។ 3) តាត់នឹងយកចាប់ពីតាត់។ 4) យើងអាចបង្កើតអ្នកជាបានបែងចាយបំផុះអ្នក។ 5) ប្រចានបានថ្ងៃនេះសក្ខីភាពជាបានបែងចាយបំផុះអ្នក។
- C. 1) ខ្ញុំជានេះជាកិត្យាបាន។ 2) ដែគ្មីរបស់ខ្ញុំនឹងបានបែងចាយបំផុះអ្នក។ 3) បន្ទាប់ពីបង្កើតអ្នកជាបានបែងចាយបំផុះអ្នក។ 4) អ្នកដឹងខ្ញុំបានបែងចាយបំផុះអ្នក។ 5) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។ 6) ព្រះតែងតែបានបែងចាយបំផុះអ្នក។ 7) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។
- D. 1) ខ្ញុំជានេះជាកិត្យាបាន។ 2) ដែគ្មីរបស់ខ្ញុំនឹងបានបែងចាយបំផុះអ្នក។ 3) បន្ទាប់ពីបង្កើតអ្នកមួនបានបែងចាយបំផុះអ្នក។ 4) អ្នកដឹងខ្ញុំបានបែងចាយបំផុះអ្នក។ 5) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។ 6) ពួកយើងជាបានបែងចាយបំផុះអ្នក។ 7) បុសម្ងាក់នៅឡើងជាបានបែងចាយបំផុះអ្នក។
- E. 1) ខ្ញុំជានេះជាកិត្យាបាន។ 2) ដែគ្មីរបស់ខ្ញុំនឹងបានបែងចាយបំផុះអ្នក។ 3) បន្ទាប់ពីបង្កើតអ្នកមួនបានបែងចាយបំផុះអ្នក។ 4) អ្នកដឹងខ្ញុំបានបែងចាយបំផុះអ្នក។ 5) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។ 6) ពួកយើងជាបានបែងចាយបំផុះអ្នក។ 7) បុសម្ងាក់នៅឡើងជាបានបែងចាយបំផុះអ្នក។
- F. 1) ខ្ញុំជានេះជាកិត្យាបាន។ 2) ដែគ្មីរបស់ខ្ញុំនឹងបានបែងចាយបំផុះអ្នក។ 3) បន្ទាប់ពីបង្កើតអ្នកមួនបានបែងចាយបំផុះអ្នក។ 4) អ្នកដឹងខ្ញុំបានបែងចាយបំផុះអ្នក។ 5) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។ 6) ពួកយើងជាបានបែងចាយបំផុះអ្នក។ 7) បុសម្ងាក់នៅឡើងជាបានបែងចាយបំផុះអ្នក។
- G. 1) ខ្ញុំជានេះជាកិត្យាបាន។ 2) ដែគ្មីរបស់ខ្ញុំនឹងបានបែងចាយបំផុះអ្នក។ 3) បន្ទាប់ពីបង្កើតអ្នកមួនបានបែងចាយបំផុះអ្នក។ 4) អ្នកដឹងខ្ញុំបានបែងចាយបំផុះអ្នក។ 5) ដែគ្មីនេះបានបែងចាយបំផុះអ្នក។ 6) ពួកយើងជាបានបែងចាយបំផុះអ្នក។ 7) បុសម្ងាក់នៅឡើងជាបានបែងចាយបំផុះអ្នក។

8) គ្មានផ្លូវលាងដៃសម្រាប់ការងារ នៅបច្ចុប្បន្ន តើមានតែព្រះយេស៊ីវគ្រឿសុទ្ធទៀតមួយគត់ដែលអាចធ្វើយសព្រះពីរបស់ខ្លួនបានទាំង 9) អារ៉បស់ខ្លួនទាំង 10) នេះគឺជាប្រព័ន្ធឌីជីថាមរមនា 11) ដំឡើងបែលបែន្តែមៗ 12) បុរិយុទ្ធផលបែន្តែមៗ 13) ព្រះវិញ្ញាណបិសុទ្ធទាមីដែលបានបែន្តែមៗ 14) គាត់តែងតែវិភាគយក នៅពេលគាត់កំពុងធ្វើការខ្សោយៗ 15) ខ្លួនបានបែន្តែមៗ 16) ព្រះគឺជាប្រព័ន្ធឌីជីថាមរមនា 17) ឪដែលប្រសើរដាងគីការការងារព្រះគឺជាប្រព័ន្ធឌីជីថាមរមនា 18) មានតែសាសនាប្រព័ន្ធឌីជីថាមរមនា តើ សាសនាប្រព័ន្ធឌីជីថាមរមនាបានបែន្តែមៗ

H. 1) ខ្លួនមិនដាច់បានបានកុម្ភិតា 2) ដើម្បីបែលខ្លួនបែន្តែមៗ 3) បន្ទាប់ពីបែលកុម្ភិតាបែន្តែមៗ 4) ឪដែលខ្លួនបែន្តែមៗ 5) ព្រះគឺជីថាមរមនា 6) ព្រះគឺជីថាមរមនាបែន្តែមៗ 7) បុរិយុទ្ធផលបែន្តែមៗ 8) ឪដែលខ្លួនបែន្តែមៗ 9) អារ៉បស់ខ្លួនបែន្តែមៗ 10) នេះមិនមែនបាប្រព័ន្ធឌីជីថាមរមនទេ 11) ដំឡើងបែលបែន្តែមៗ 12) បុរិយុទ្ធផលបែន្តែមៗ 13) ព្រះវិញ្ញាណបិសុទ្ធទិន្នន័យ 14) គាត់អាត់តែងតែវិភាគយក នៅពេលគាត់កំពុងធ្វើការខ្សោយៗ 15) ខ្លួនបានបែន្តែមៗ 16) ព្រះគឺជាប្រព័ន្ធឌីជីថាមរមនា 17) ប្រសិនបើយើងបានបែន្តែមៗ 18) មានតែសាសនាប្រព័ន្ធឌីជីថាមរមនា តើ សាសនាប្រព័ន្ធឌីជីថាមរមនាបានបែន្តែមៗ

I. 1) ថ្ងៃនេះជាឪ្លូវអាទិត្យ 2) ត្រូវឯង or មេយូត្រូវឯង or ត្រូវឯងហើយ 3) វិភាគយកដែលបានដឹងទូទៅ 4) ព្រះយេស៊ីវគ្រឿសុទ្ធទៀតមួយគត់ 5) មានប្រព័ន្ធឌីជីថាមរមនា 6) ខ្លួនបានបែន្តែមៗ 7) បែលកុម្ភិតាការងារលំបាតា 8) តើព្រះវិបារយ៉ាងមេចដើរ? 9) គាត់វិភាគយកខ្លួនណាស់ដែលបានដឹងទូទៅ 10) នេះជាប្រព័ន្ធឌីជីថាមរមនា

5. Close Ended Questions

F.

	Negative Response	Positive Response
1.	អត់ចង់ទេ, មិនចង់ទេ	ចង់
2.	អត់បាតាកទេ, មិនបាតាកទេ	បាតាក
3.	អត់ចេះទេ, មិនចេះទេ	ចេះ
4.	អត់គូរទេ, មិនគូរទេ	គូរ
5.	អត់មានទេ, មិនមានទេ	មាន
6.	អត់យល់ព្រមទេ, មិនយល់ព្រមទេ	យល់ព្រម
7.	អត់ដី៖ទេ, មិនដី៖ទេ	ដី៖
8.	អត់ស្រលាក់ទេ, មិនស្រលាក់ទេ	ស្រលាក់
9.	អត់ទៅទេ, មិនទៅទេ	ទៅ
10.	អត់ដើរទេ, មិនដើរទេ	ដើរ
11.	អត់ចូលចិត្តទេ, មិនចូលចិត្តទេ	ចូលចិត្ត
12.	អត់ចង់ទេ, មិនចង់ទេ	ចង់
13.	អត់យើងទេ, មិនយើងទេ	យើង
14.	អត់នីកទេ, មិននីកទេ	នីក

G.

	Negative Response	Positive Response
a.	នៅ, អត់, អត់ទាន់, អត់ទាន់ដង, អត់ទាន់ទេ	បានញាំហើយ, ហើយ
b.	នៅ, អត់បានដង, អត់ទាន់អានដង, អត់ទាន់ទេ	បាន, ហើយ, បានហើយ
c.	នៅទេ, អត់ហើយទេ, អត់ទាន់ហើយ, អត់ទាន់ដង, អត់ទាន់ទេ	បាន, ហើយ, បានហើយ
d.	នៅ, នៅទេ, អត់ទាន់, អត់ទាន់ដង, អត់ទាន់ទេ	រចហើយ, ហើយ
e.	នៅទេ, អត់ទាន់, អត់ទាន់ដង, មិនទាន់ទេ	រចហើយ, ហើយ
f.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ដង,	ជិតហើយ, ចប់ហើយ
g.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ដង,	ហើយ, ចេញហើយ
h.	នៅទេ, អត់ទាន់ទេ, អត់ទាន់ដង,	ទៅហើយ, ដល់ហើយ

6. Asking Who and What

F. 1) តើនរណាមានក្នុងសោដីមួយឱ្យដឹកទារអាណាព្យាប់វិបារ? 2) តើអ្នកណាបានអានខត្តូចិនក្រាយ? 3) តើនរណានីមិនទូលបុណ្យប្រមិនីកស្តាប់ក្រាយ? 4) តើអ្នកណាបាបង្រៀនអំណែនី? តើសូសីលីបេង្រៀនណាគេ? 5) តើអ្នកចង់ឲ្យពិណាគគេប្រមិនីកចុងអ្នក? តើអ្នកណាបានថ្វីដឹងអ្នកដូចម្ខោគ? 6) តើអ្នកណាបានធ្វើដឹងអ្នកដូចម្ខោគ? 7) តើប្រះវិចាទាបញ្ហាអ្នកណាបានបង្ហាញដូចម្ខោគ? 8) តើអ្នកណាបានព្យាករិសព្យីថ្វីនេះ? 9) តើពួកខ្លឹមបានដឹងអ្នកដូចម្ខោគ? 10) តើប្រះគីឡូរនេះជាប់អ្នកណាបាន?

G. 1) តើសេចក្តីជីឡើងអ្នក? 2) តើដីណីនីលីរបស់ប្រះយេស៊ីវគ្រឿស្សីមានគោលការណែនាំអ្នកនេះ? 3) តើនេះជាអ្នក? Informal: អ្នកជីឡើង? 4) តើអ្នកសង្ឃឹមទូលបានអ្នកពីការដូចម្ខោគយុទ្ធភាព? 5) តើយើងអាចធ្វើអ្នកដីឡើងអ្នកដូចម្ខោគប្រចាំថ្ងៃ? 6) តើអ្នកចាប់ការមូលធម៌ទៅលើអ្នកពីខត្តូនេះ? 7) បាន? / បាន? 8) តើអ្នកលើការណែនាំអ្នកនេះ? 9) តើអ្នកការណែនាំសាសនាអ្នក? 10) តើអ្នកបាននិយាយអ្នកដីនេះ? Informal: អ្នកមាម៉ែ?

L. 1) តើអ្នកស្ថាល់អ្នកណាបានដឹងមានសាច់ឆ្លាតិទីបច្ចុលមរណភាព? 2) អ្នកណាបានទីបច្ចុលមកតាំបន់នេះ? 3) តើអ្នកដីនីមិនបាប់ប្រព័ន្ធនេះ? 4) តើអ្នកស្ថាល់អ្នកណាបានដឹងលើបសប្រាលេហើយ? 5) តើអ្នកស្ថាល់អ្នកណាបានដឹងត្រូវការពិនិត្យឱ្យបាន? 6) តើអ្នកស្ថាល់អ្នកណាបានដឹងត្រូវការពិនិត្យឱ្យបាន? 7) តើអ្នកណាបានដឹងត្រូវការពិនិត្យឱ្យបាន? 8) អ្នកណាបានសំនើនេះជាមួយអ្នក?

7. Nouns

A. 1) ថែ 2) ក្នុង 3) បង 4) ពួកក្នុង or ពួកទូលបង 5) បាត or ពុក 6) អី 7) ឪ or មាតា 8) ពួកខ្លឹម 9) ពួកខ្លឹម 10) បាត or ពុក 11) បង or មីង 12) អ្នក 13) ក្នុង 14) បង 15) បង or ពួ

G. 1) ភាពវិកាយ, សេចក្តីវិកាយ 2) ភាពសេភាពភាព, ភាពសេភាពភាព 3) អំពើហិរញ្ញ 4) សម្រារៈនិយម 5) ទេសចរ 6) កិច្ចក្រោមព្រៀង, ការព្រមព្រៀង 7) ការសេវាស្ថាន, ដែលសេវាស្ថាន 8) អំពើណូ 9) សេចក្តីសប្បរស 10) ការការង់ 11) អំពើតុករល្បូយ 12) ភាពក្រិក, ជនក្រិក 13) អំពើបាប, បាបីកម្ម 14) ជនជាតិ, ជាតិនិយម 15) ការបេកបរ 16) ភាពផ្សេងៗ 17) កិច្ចសង្គ្រោះ, ការសង្គ្រោះ 18) សេចក្តីសញ្ញា 19) កសិករ, កសិកម្ម, កសិកដ្ឋាន 20) កីឡាករ, កីឡាផ្ទៃ 21) ស្ថានទូត 22) ដលិតកម្ម, ដលិតករ

H. 1) លោកជាប្រុករា 2) ពួកគេជាដឹងជាតិខ្លួន 3) អ្នកធ្វើការជាប្រុករោង 4) ទូលបង់ត្រូវការដំឡើយពីប្រះ 5) អាណាព្យាបេគុណបាយមណ៌សា 6) គាត់ជាដឹងគូ 7) នេះជាប្រះការដំឡើយពីប្រះ 8) បច្ចុប្បន្ននេះ ខ្លឹមនិស្សិតា 9) តើនានាកំពុងធ្វើអ្នក? 10) ពួកយើងខ្លឹមកំពុងធ្វើបច្ចុប្បន្ន 11) ពួកខ្លឹមជាអ្នកដូចម្ខោគ 12) ប្រះពេដគុណកិនិមិនទោះគ្នា 13) នានាខ្លឹមលើការណែនាំ 14) ពួកយើងដឹងជាប្រះវិបារពិត 15) ទូលបង់សុមច្បាយប្រះទដល់ពុរិភាព 16) ពួកគាត់កំពុងប្រជុំ

- I. 1) អ្នកណូវ 2) អ្នកបើកចារ 3) អ្នកនិយាយ 4) អ្នកជីនាថ្ង 5) អ្នកស្វែហាជាតិ 6) អ្នកចេះដឹង 7) អ្នកលក់ 8) អ្នកណាងចាន 9) អ្នករៀន 10) អ្នកក្រោត់សាសនា 11) អ្នកចម្លោង 12) អ្នកធ្វើយ 13) អ្នកភ្នំពេញ 14) អ្នកនិទ្ទុ 15) អ្នកស្មាប់ 16) អ្នកធ្វើ 17) អ្នកមាន 18) អ្នកត្រួស

0.

General	Specific
1) តាត់ជាព្យាករី និងអ្នកមើលផ្តត់ ប្រមាំងជាអ្នកទទួលវិរោណៈ ។	1) ពួកគាត់ជាព្យាករី និងអ្នកមើលផ្តត់ ប្រមាំងជាអ្នកទទួលវិរោណៈ ។
2) តើបង្កើនិងមកព្រះវិហារទេ ?	2) តើពួកបង្កើនិងមកព្រះវិហារទេ ?
3) យើងបានដឹងកន្លែស់យើង ។	3) ពួកយើងបានដឹងកន្លែស់យើង ។
4) មុនហើងបន្ទិចថ្វីនេះ គេបានលេងបាល់ទេនៅទីនេះ ។	4) មុនហើងបន្ទិចថ្វីនេះ ពួកគេបានលេងបាល់ទេនៅទីនេះ ។
5) ថែកំពុងលេងបាល់ទាត់នៅខាងក្រោម ។	5) ពួកថែកំពុងលេងបាល់ទាត់នៅខាងក្រោម ។
6) មិត្តអ្នកនិងគ្រូសារបស់អ្នក គេគ្រែការណែនាំយើងពីជំណើងល្អ ។	6) មិត្តអ្នកនិងគ្រូសារបស់អ្នក ពួកគេគ្រែការណែនាំយើងពីជំណើងល្អ ។
7) ប្រជុំបានប្រាប់យើងបសិទ្ធភាព តាត់មិនត្រូវបញ្ចប់រូមបាមយ សាសនាថាមួយឡើយ ។	7) ប្រជុំបានប្រាប់យើងបសិទ្ធភាព តាត់មិនត្រូវបញ្ចប់រូមបាមយ សាសនាថាមួយឡើយ ។
8) ទូលបង្គំមានអំណារគុណសម្រាប់ជំណើងល្អដិត ។	8) ពួកទូលបង្គំមានអំណារគុណសម្រាប់ជំណើងល្អដិត ។
9) តើអ្នកយល់ប្រមុន្តូលបុណ្យដ្រមុជទីកន្លែកទេ ?	9) តើពួកអ្នកទាំងអស់គ្មាយល់ប្រមុន្តូលបុណ្យដ្រមុជទីកន្លែកទេ ?
10) តាត់និងមកចូលរូមសន្តិសិទ្ធិបាន ។	10) ពួកគាត់និងមកចូលរូមសន្តិសិទ្ធិបាន ។

P. 1) កំណាត 2) ចំណាស់ 3) កំហុស 4) លំអ 5) ចំណាន់ 6) ពន្លឹង 7) ផ្លូវ 8) ទម្រង់ 9) ដំណើរ 10) តីន្ទុ 11) កម្មស់ 12) ដំនិះ 13) ដំឡើ 14) ដំនេក 15) តីន្ទុ 16) ចោប្រែង 17) អំណោយ 18) ចំងាយ 19) តាំងិត 20) ចំណាល 21) របៀប 22) សម្ប 23) ចោមកាំង 24) តីរប 25) ចំណាត 26) កំឡើ

Review: State of Being

D. 1) ເລີ້ມືນ, ເບຍຸລ, ສຳ 2) ປະຕິເວລີຍຸສາ ຊົ່ມຕານຕຽງພາຍເຮັດຕູ້ເຊື້ອຕົກ 3) ກົດປະສເທັກລີ່ໄທຕານຍົກ
ຕູກກົງຢູ່ບະສົ່ງສຳຫຼັບໃໝ່ເພີ້ມເຕີ້ມປະໂຫຍດ 4) ເລີ້ມືນ ນີ້ແມ່ນເບຍຸລຕານບະເທົາທາສ່ວິນີ້ແກ່ 5) ເຕັມໄກໃໝ່ນີ້ແກ່ເຫັນ
ບັນຫຼຸດດາ 6) ເຕັມນີ້ຖືກພື້ນເຜົ່າໃຈລົດໃໝ່ນີ້ແກ່ 7) ອັດບູດເວລີຍຸສາ ທີ່ສົບຕາມພື້ນເຕັມໄກໃໝ່ນີ້ແກ່

8. Possessives

D. 1) ເຮັດວຽກເຜົ່ານີ້ບະສ່ວນໃຫຍ່ 2) ຖືນປະສົງບະສ່ວນຊັ້ນນີ້ຕາມຄຳກົດເຜົ່າເງິນໃໝ່ 3) ຖືນຂໍ້ຕາ່ຫຼູສ່ວນຕົວຄ່າໆເຫັນຍາ
4) ຂໍ້ໂປຣລາຍ້ໄສຕູ້ຂໍ້ 5) ຜູ້: ໃບສ່ວນບັນຫຼາມກໍ່ເສີ່ແສ້ໄຊແຮງ: 6) ຄຳກົດທຸນສົມເບີໂທເກີດມາຕໍ່ເຫັນຕົ້ນ
7) ກົດເປົ້າໃຫຍ່ຕູ້ຂໍ້ຂຶ້ນ 8) ເຕັມຂະໜາດນີ້ເປີດເພື່ອຕັ້ງຕົວ 9) ບີ້ຕູ້ຂໍ້ອສ່ວນຕົວ 10) ຕື່ສູ່ກໍ່ກ່າວບະສ່ວນປະເທົາຕົ້ນ

E. 1) ដំណឹងល្អនៃព្រះយេស៊ូវគ្រឿសុតិថាចំណុចកណ្តាលនៃធែនការណ៍នៃសេចក្តី សម្រាប់ 2) នេះជាផ្ទៃរបស់ខ្ញុំ 3) ព្រះវិហារបរិសុទ្ធបានដំណាក់របស់ព្រះ 4) ខ្សោតលំណោះសមាជិកទាំងអស់នៃក្រុមទីប្រើក្រាមជាន់ខ្ពស់ 5) នោះជាការតាមរបស់ដែនគុំ 6) ដ្ឋានយន្តនៃព្រះយេស៊ូមានសារ៖សំខាន់សម្រាប់យើង 7) ដើរបស់គ្រាត់នៅខេត្ត 8) យើងគូរតែចង់ចាំនួវសារ៖សំខាន់នៃក្រុមគ្រួសារ 9) នេះជាផាណិជ្ជកម្មនៃបន្ទាន់នេះ 10) គ្រាត់ជាត្រាការីដោយក្រុមសារីរបស់បានយើង។

9. Prepositions

G. 1) យើងខ្ញុំបង្ក្រោះអំពីប្រាជេទ៖ យេស៊ូវគ្រឿស។ 2) ប្រាជេទ៖ និហាបរិសុទ្ធនោះ ធ្វើពីសិលាតា 3) តាត់មកពីខេត្តសៀមរាប។
 4) នៅក្នុងសំគីភាពដៃយើង យើងនឹងឃាយអំពីអារម្មណ៍ចេញពីផ្ទុងចិត្តយើង។ 5) “ខ្ញុំយើងត្រូវអង្គពីរ.....
 ឈរនៅលើភាគាសពីលើរូបខ្លួន” 6) តាត់ចូលចិត្តមេដ្ឋានយើងអំពីការកែប្រែចិត្ត។ 7) យើងបានគិតថីអ្នកជាប្រជាកល់ថ្មី។

- 8) តាំងពីខ្លះនៅរៀង ខេត្តបានព្យាយាមធ្វើតាមព្រះ។ 9) ពេលយេងការអគម្ពិរោះ សូមគិតពីក្រោមគ្រឿសរបស់អ្នក។
 10) តើអ្នកថ្លែងអ្នកពីព្រះ? H. 1) Apartment តាត់នៅក្រោមពុកគោះ 2) យើងចង់ចែកចាយមួយនៅក្នុងនឹងប្រើទី 3) យើងក្រោដីជាកង់កាត់ប្រាក់ដោយឯកជាត់ 4) តោះ! ទៅប្រើប្រាស់វិហារ។ 5) ផ្លូវបស់អ្នកនៅក្រោម្បៃ។ 6) ការល្អចិត្តឱ្យនឹងបញ្ហាតីរបស់ព្រះ។ 7) នៅថ្ងៃណាមួយយើងនឹងលត់ជងុំដីមុខព្រះអង្គុសត្រូវ។ 8) ដូចតាត់នៅថ្ងៃនេះព្រះវិហារនឹង apartment ខ្ញុំ។ 9) ពួកខ្ញុំអាចដូរឃើមបានសំរាប់គ្មានដែលបានប្រើប្រាស់តាត់។ 10) កូវនេះបានប្រើប្រាស់ត្រូវ។ 11) តើអ្នកមកពីខេត្តណា? 12) ដូរនេះចេញពីនេះទៅប្រើប្រាស់ខេត្តប្រាំដែលខេត្តប្រាក់នៅ។ 13) យើងបានប្រើប្រាស់ការសាងដោយត្រូវនៅក្នុងប្រែប្រឈមបានលើមុខនឹងមហាផិក្រាលីយ។ 14) ថ្ងៃចំណាំពីលើមុខពួកខ្ញុំ។ 15) យើងបានប្រើប្រាស់ការស្វែងរកពីត្រូវបានប្រើប្រាស់។ 16) អ្នកអាចជួយកង់អ្នកដីបង្ក្រាបាន។ 17) តាត់ទើបតែចូលក្នុង។ 18) ពួកគេលើកបានយកនៅមួយដី។ 19) ខ្ញុំត្រូវបានប្រើប្រាស់ពេលខ្លួនឯះ។ 20) ដូចខ្ញុំនៅប៉ូនីនិងមណ្ឌលកុមារកំពុង។ 21) កន្លែងប្រជុំនៅខាងលើ។ 22) យើងបានប្រើប្រាស់ការស្វែងរកព្រះ។

၃. ဟောယတ္ထုရွှေးနေး ခိုက်နြပ်စံနှင့် နှာယူပေးခံ့ခိုက်မှော် ဖြေဖော်တံ့တွေး ပြေဖော်တံ့တွေး

N. សៀវភៅនេះនិយាយពីព្រះយេស៊ូវគ្រឿសា 2) សៀវភៅនេះមានប្រហែលជាផ្លាស់ 3) ខ្លួនប៉ុណ្ណោះបន្ទិចឡើតនេះ។ 4) ពួកយើងបត់កន្លែងប៉ុណ្ណោះ 5) តើអ្នកកំពុងគិតពីអ្នក? 6) នសក្តិច្រើននៅដីវិញ្ញុផ្លូវ 7) តាត់មានកម្ពស់ប្រហាក់ប្រហែលនឹងខ្លាំ 8) តាត់ហាក់បីចំណែកមានលក្ខណៈចំឡើយខ្លាំ 9) កិច្ចការអ្នកដូចម្ខ្យាម្ខ្យាយសាសនាតីអំពីការដូរយអ្នកដីទេ 10) ប្រធានបង្គុងក្រុងក្នុងពីការទាក់ទងដៃមានប្រសិទ្ធភាព។

10. Conjunctions

E. 1) យើងត្រូវតែអាន និងអធិស្សនា 2) អាមេណ៍ពីប្រះរួចរាល់ដើម្បីមសាត់ ព័មានអាណាការា 3) យើងមិនត្រូវមេនាអាមេណ៍ការក្រោមក្រោមទីត្រូវបានក្រោមទីត្រូវឡើយ។ 4) ខ្ញុំដឹងថាប្រះគឺមេរមេនីជាការពិតា 5) យើងគោរពតាមដើម្បីបង្ហាញពីសេចក្តីស្រលាក្តៃយើងដល់ប្រះ។ 6) ប្រះរិបតា និងប្រះយេស៊ីវគ្រឿស្សស្របតាមអ្នក។ 7) ប្រះមានសេចក្តីករុណា ក៏ដូចជាយុត្តិធម៌។ 8) យើងមិនត្រូវខ្សោចប្រុសជូនយ៉ា។ 9) សូមអានខទិន្ទី និងទីបី ហើយនឹងទីបី។ 10) ប្រះយេស៊ីវគ្រឿស្សបានធ្វើជាម្មាយដួន ដើម្បីយើងអាចត្រួលប៉ែកប្រះរិបតារួយ។ 11) អេដើរបានបង្កើនមានភាពទន្លេខ្សោយយើងអាចត្រាយជាការពិន័យនឹងប្រះ។ 12) ខ្ញុំត្រូវប្រះយេស៊ីវគ្រឿស្ស ដើម្បីខ្លួនបានសិស្សប្រសិទ្ធភាព។

F. 1) យើងបានស្ថិសុខទូករាសនា និងពិសិទ្ធនឹងវិធីការពីរមុនម៉ោងបាយ។ 2) ខ្លួនឯងចេកចាយស្តីភាពរបស់ខ្លួនឯងដែលការតាមចិត្ត។ 3) ដើរទូទីនឹងខ្លួនចំណុចព្រមទាំងបញ្ជីនអ្នកអំពីព្រះយេស៊ូវគ្រឿស។ 4) យើងត្រូវតែងៗ និងកែវប្រចិត្តព្រមទាំងធ្វើសេចក្តីសញ្ញាដើម្បីត្រូវបានបង្កើតឡើង។ 5) ព្រះយេស៊ូវគ្រឿសគឺជាច្បាស់ និងជាសេចក្តីពិត និងជាជិត។ 6) ខ្លួនអំណរគុណសម្រាប់ព្រះព្រមទាំងសាសនាទេរកបែស់ខ្លួន។ 7) នៅក្នុងព្រះនាមនៃព្រះរបីតានិងនៃព្រះរាជបុត្រា និងនៃព្រះវិញ្ញាណហិរិសុទ្ធ។ 8) ខ្លួនក្រោចសកម្មដារ ហើយភ្លាមនោះបានស្រែលាត្រូវបានដាក់ឡើង។ 9) ពេត្តស និងម៉ាកសព្រមទាំងយុហានបានគោរពតាម និងបានធ្វើតាមត្រូវ។ 10) ពេជាបាពរបស់យើង ហើយយើងជាកន្លែងចោរបស់ទូទៅ។

K. 1) កាន់កណ្តុះរបៀបអញ្ញីង។ 2) ខ្លួនឯកសារពិត្យអ្នកបង្ហាញនរបៀបអញ្ញីង។ 3) អញ្ញីងអី? 4) អីដឹង តែស្ថិស្ថិសុខទុក្ខភាព។ 5) ប្រសិនជាយើងធ្វើអញ្ញីង យើងមិនមែនភាគិសមដើម្បីទូលបាច់ប្រមុជទីការ។ 6) អ្នកបានធ្វើតាមព្រះបញ្ជាផីអញ្ញីងអ្នកបានទួលបានដើម្បី។ 7) ហេតុអីអ្នកចង់បង្ហាញនូវចំអញ្ញីង? 8) ប្រសិនជាអ្នកអាសន្នព្រះគីរាមរបៀបនេះ អ្នកនឹងរៀនបានប្រចើន។ 9) ពេលអ្នកទួលបានពិធីបុណ្យប្រមុជទីក អ្នកនឹងបានប្រមុជក្នុងទីកអស់ម្មយក្សិត ដូចអញ្ញីង។ 10) អ្នកត្រូវបានរបៀបអញ្ញីង។

L. 1) ព្រកខ្លឹមតិចមុកអស្សាយា 2) ខ្សែចាបព្យះជិតមកដល់ហើយា 3) ព្រកខ្លឹមមុកដូរឃុំដែលបាននិយាយជាមួយអ្នកភាសាដីមិនមែនបានបាន 4) ខ្សែកិរិយណាស់ដែលមានឱកាសដូរឃុំបង្កកា 5) តើអ្នកវានៅអាមេណីថាអ្នកដែលយើងបានបង្រៀនបានរាជធានីភ្នំពេញទេ? 6) ពន្លកបាននិយាយថា តាតចំង់ទួលបាបប្រជុំមួនទីក! 7) សាសនាទាន្វក្រដែលមានអំណាចបុរិជិតភាព គឺសាសនាទាន្វក្រដែលមានអំណាចដើម្បីសង្គ័េះព្រកយើង។ 8) តាតនិយាយថា តាតចំង់ការ៉ែងអំណាចបុរិជិតភាព។ 9) ព្រះបានចូរយើងនូវព្រះគីមរោងដើម្បីយើងអាចដើងថាគ្រោងមានព្រះជនុស់។ 10) ដោយសារជាមួយផ្លូវរបស់ព្រះយេស៊ូវគ្រឿស្សដែលអាចដឹងបាននិយាយជាមួយអ្នកភាសាដីមិនមែនបានបាន។

11. Adjectives

- F. 1) មួយបន្លំស្មាត់ៗ vs. ខ្សែចូលចិត្តមួយស្មាត់ៗ 2) នោះជាហ្នាក់លើវីនក្របាមគាត់ៗ vs. ទឹក នក្របាមគាត់លើវីន
 3) ក្រោចចេងចូរយើងមានចិត្តបរិសុទ្ធប៉ា vs. ចិត្តយើងបរិសុទ្ធប៉ា 4) អូកដូចជាយសាសនាអូស់នោះនៅទីនេះៗ vs.
 អូកដូចជាយសាសនានោះខ្លួនៗ 5) នោះជាសំណុរាយប៉ា vs. សំណុរាយនោះណូ 6) បីសុប្បិនិលអស្សារបស់យើង...
 vs. បីសុប្បិនិលអស្សារ 7) ផ្ទុរាក្រក់នោះក្រឡើកដូកណាស់ៗ vs. ផ្ទុរាក្រឡើកដូកនោះអាក្រក់ណាស់ៗ

N. 1) ព្រះអង្គីសព្រោះរបស់យើង ព្រះយេស៊ីវិគ្រឿសុគិត្តិតាមខ្លះៗ 2) ថ្ងៃបុណ្យប្រមុជទីក្នុងគីឡូក្រុងអស្សារ
 3) ថ្ងៃនេះតីសិល្បៈយណាស់ៗ 4) គាត់តីហ្មតុចំចេញៗ 5) យុធសិលស្ថិជិតកេងលាងស់ពេលគាត់បានយើងព្រះៗ
 6) ផ្ទុះគាត់តីស្វាកគ្រោកណាស់ៗ 7) បិចខ្ញុំតិតលាក្របាមៗ 8) អាណាព្វើរបស់ព្រះវិហារតីស្សាតៗ 9) បញ្ហាផិលប្រជាឌនអាល
 ម៉ាបានប្រុយមួយខ្លួនជាលំបាតកៗ 10) កន្លែកាត់តីតិចាស់ៗ

12. Intensifiers

- F. 1) សម្បនេះត្រូវពេញចាយពេកពីប្រាជទៅ 3) ត្រូវនេះត្រូវពេក 4) តាត់ដឹងថ្មីនេះពេក។
5) យើងដឹងអីកន្លែងរួមទេ 6) តាត់ចំណាយពេលថ្មីនេះពេកជាមួយអ្នកដើម្បីពិនិត្យអារក្សរៀល។
7) តើអ្នកចាប់ផ្តើផែនការថ្មីនេះពេកទេ? 8) ការស្វែរសំខ្លែរថ្មីនេះពេកពេលខ្លះ: ធ្វើឲ្យអ្នកខ្លះមានអារម្មណ៍អនុះសារ។
9) ខ្ញុំស្វែរថ្មីនេះពេក 10) ខ្ញុំស្វែរថ្មីនេះពេក 11) ព្រះវិហារបិសុន្តែនៅត្រូវពេកសម្រាប់ឲ្យពួកគេទៅជាប្រជា។
12) តាត់សរសេរថ្មីនេះពេក។

13. Comparisons

14. Verbs

- E. 1) យើងបានដូចម្ខរត់ធ្វើឯកសារគោលទៅ 2) ប្រជាជនខ្មែរធ្វើឲ្យខ្លួនប្រាក់ 3) ព្រះមិនបានធ្វើឲ្យយើងគោរពឡើងទេ 4) ខ្លួនបានដូចម្ខរត់សម្រាប់ការកំណត់គោលទៅ 5) ប្រជាជនសាធារណៈបានស្តីពីការប្រជាជនយុវវេជ្ជកម្ម

នាវ ១ ៦) ត្បូគគេបានឲ្យយើងទទួល គ & ស ៤ ជាកាសាច្ទោះ ១ ៧) ព្រះរោចចាប់ឲ្យយើងមានសេចក្តីជីវិ៍ហើយ ១ ៨) ខ្ញុំចង់ទិញប្រព្រឹងទៅអ្នកទិញ ១ ៩) សេចក្តីជីវិ៍យើងធ្វើឲ្យយើងចង់ផ្លាស់ប្តូរ ភាពចំនួចចាប់ដើមជីបុងនៃការកែកប្រើចិត្ត ១ ១០) សក្ខីភាពរបស់អ្នកឲ្យប្រើប្រាស់សាសនាដើម្បីឲ្យខ្លួនអាម្ចាត់សេចក្តីសង្គម ១ ១១) ខ្លំសូមឲ្យអ្នកអនិដ្ឋានបិទ ១ ១២) ព្រះឲ្យយើងអងិដ្ឋានទៅខ្លួចដឹងម្ចារឲ្យយើងអាចទិន្នន័យដែលយើងបង់បាន។

F. 1) គេបានសម្ងាត់យូវិសបស្ថីជា ១ ២) តារាជូលចិត្តប្រជល់មាន ៣) យើងគូរតែទីកន្លែទៅ កោសល្យរបស់យើង ៤) មនុស្សទូទួនបានព្យាយាមបំបែកសាសនាថ្មី ៥) កំហែថ្វរណាយទីកកក ៦) ទ្រង់បានសំដែងអំណោចអ ត្តាក្រុងប្រជាធិបតេយ្យ ៧) ដឹងឱ្យបាននៃព្រះយេស៊ូវគ្រឿសុអាចសម្រាប់បន្ទូករបស់យើង ៨) ផ្តល់ការ ខ្លួចចង្វារីតិចបែសកកម្ពុជាអីយីតាបាននេះ ៩) យើងមិនអាចចិត្តប្រើបានលុយ របស់យើងទៀត យើងស្វែយប្រភេទ ១០) យើងបានសម្របសម្រល់ដែនការយើង ។

G. 1) ខ្សោនជករាជធ្លេ ។ 2) យើងលើកប្រអប់ឡើង ។ 3) មិថតទូរទួលិនិត ។ 4) ខ្សោនចំណាំអត់បាន
ពេលគាត់តីនិយាយពើវិនអព្វីន ។ 5) ខ្សោចមានអត់អាចដើរហូតដល់ទីនោះទេ ។ 6) បាក់សៀវភៅនោះចុះនៅលើគុចុម្ភៈ ។
7) ខ្សោនអាចដើរបានឡើងទេ ? 9) ខ្សោនអាចនានាកាតិត ព្រះអក្សរតូចពេក ។ 10)
គាត់ដាក់សំបុត្រូលទៅក្នុង ប្រអប់សំបុត្រា ។ 11) យើងបានលើកដូចខ្សោនក្នុងម៉ែត ។ 12) អារក្សសាត់ជំចង់ចូលយើងបុ
ឆ្លើមបានបែស់យើងចុះ ។ 13) ព្រះវរបិតា សូមពេញការបារនេះចេញបាបិសុទ្ទ ។ 14) តុល្យវិនេះ ខ្សោនអត់ចេញទេ ។
15) ខ្សោនរកមើល តែអត់យើងបាន ។ 16) បញ្ហានោះដោយសារមិនបាន ។

15. Methods

E. 1) តើអ្នកគិតថាយើដែលមានភាពសត្តិសមគ្រប់ក្រាន់ដើម្បីទៅហេតុនូវឯក? 2) តើអ្នកមានរោមណុយ៉ាងមួយដើម្បីពេចំពោះ យើសប ស្មើជ? 3) តើអ្នកអាចបង្កើនខ្លួនបង្កើនបានទេ? 4) បេបបាទប៉ុមការបង្កើនជាអ្នកសំខាន់ខ្សោយក្នុងសេវាប្រកាសដំណឹងលូបស់យើង ។ ៥) ទៅប្រវិបារយោងមួយដីវ? or មួយបេរិយវិបារ? or វិបារមួយដីវ? ៦) តើអ្នកដឹងដោយបេបណា? ៧) នេះជាបេបយើងទូលាមូបនៅលីក្បាល ។ ៨) តើខ្លួនអាចបង្កើនអារ៉ាដោយបេបណា? ៩) តើអ្នកសុខសប្បាយជាទេ? ១០) តើប្រព័ន្ធនឹងកាត់ភីយើងឡើងឡើងប្រាយដួចមេច? ១១) តើអ្នកមកប្រវិបារយោងមេច? ១២) ត្តូរតែបានបង្ហាញខ្លួនបេបធ្វើអតិថិជ? ១៣) តើយើងអាចធ្វើយើងមួយច្បាស់តែមានប្រសិទ្ធភាពក្នុងការរកអ្នកបង្កើនដីវ? ១៤) តើអកបញ្ជាផាសមេដំឡើងមួយចំពោះត្រូវនឹងពាករនេះ?

F. 1) ដៃគូរបស់តាត់បង្គោនដោយសេចក្តីភាពហាន 1 2) សំបុរចេកចាយសក្ខីភាពរបស់តាត់ជាមួយពួកខ្លឹម 1 3) យើងគ្រែករារប្រព្រឹត្តគឺជាមួយសេចក្តីដីល្អបស់យើង 1 4) អាលម្ញាបានអធិជ្ញានដោយអស់ពីចិត្តសម្រាប់សាសន៍សុវត្ថធម៌ 1 5) មួលឈិញ ពួកខ្លឹមបានញ្ចាំបាយល្អបាន និងក្រោមគ្រឿសរួមទុក 1 6) អុកត្រូវតែមានការអេត់ផ្ទៃតែនឹងខ្លួនឯង 1 7) តាត់រស់នៅជាមួយខ្លួនគ្នាការបង្គោន 1 8) ខ្លួនឈិញពួកខ្លឹមបានចេកចាយសាច់ដ្ឋានជាមួយដ្ឋាន 1 9) ខ្លួនឈិញពួកបីក្រាមួយបីសុវត្ថធម៌ 1 10) ដើម្បីផ្តល់ការប្រសិទ្ធភាពបុរិច្ឆេទតាត់ ដីបុរិយោងប្រសិទ្ធភាពអ្នកណើដោយប្រជុំ 1 11) មរ្តិត ពេលបានចង់ងារឯង និងសាសន៍លេបចិនជាមួយទាហានតាត់ ដែលបានបំពាក់ឡើងដោយរារោក៖ 1 12) សុខសរស់ដោយដែងខាងឆ្វេង 1 13) ខ្លួនឈិញអត់ចេះញ្ចាំដោយប្រើចងឺ៖ 1 14) ពិនិត្យចារីយអ្នកជាមួយនឹងចារីយ

យត្តិមត្រ (115) ខ្ញុំមានពរដោយមានដើរគីនអស្សាយ (116) គាត់ខិះនឹងប្រធានសាខា (17) នឹងប្រធានសម្បាប់ទ្វាតានដោយកែវិរបស់ឡើង (18) សេមធាតុសំបុត្រូយនឹងយកបុរាណ (19) ប្រជាធិបតេយ្យបញ្ចប់ប្រធានសាខាដឹងប្រធានសម្បាប់ឡើង (20) ព្រះយេស៊ូវេសាយបាមួយសារក្រឡើង (21) សេវារកែវិរបស់ឡើងប្រចាប់ឡើង (22) យើងទទួលវិវេណ៍ដោយចិត្ត និង គំនិតរបស់យើង (23) អ្នកត្រូវត្រូវបាយដ្ឋានយកអីដើរអីកាន់ទាំងអស់ដើលពួកគេមានមកបាមួយខ្លួន (24) តើអ្នកត្រូវបាយដ្ឋានអធិត្រានដោយស្មោះអស់ពីចិត្តដើម្បីនឹងបែប្រះគីនមេរមនពិតិដើរប្រើទេ ?

16. Passive Voice

C.

Transitive	Intransitive
មិន	ចេញមក
បាបដើម	ឈរ
ធ្វើ	វិនាស
យើង	មកដល់
បង្រី	
មាន	
ចង់	
ប្រើ	
ឲ្យក	
ប្រមូលទុក	
នាំ	
និកចាំ	
សូម	
បានទទួល	
គោះ	
ដើរ	

D. 1) ខនោះត្រូវបានដោយគាត់ (1) កាលវិភាគត្រូវបានសរស់ដោយដើលខី (2) នៅសន្លឹសិទ្ធប្រាសយើងត្រូវបានប្រជាន់បង្កើន (3) យើងត្រូវបានព្យាករដោយព្យាករពីបុរាណ (4) ឡាតាំងត្រូវបាននឹងប្រើសម្បាប់ (5) ឡាតាំងត្រូវបាននឹងប្រើសម្បាប់ (6) នៅថ្ងៃចុងក្រោយបង្កើស យើងត្រូវបានកាត់គីដោយព្យាប់ (7) បង្កើរ៖ត្រូវបាននឹងស្សុដប្រមុជ្យ (8) មុនពេលខ្ចោលផ្ទះគេស្សុកដើងត្រូវបានខ្ចោលខ្លះ (9) ខ្ញុំត្រូវបានបំបើដោយដើរគីខ្លួរប្រើ (10) យូរសែបត្រូវបានគេបាប់ជាក់គី (1)

E. 1) យូរសែបស្សិដ្ឋីត្រូវបានហេរីដោយព្យាករ (1) ខ្ញុំត្រូវបានហេរីនៅតំបន់នេះ (2) ទេរសម្បត្តិរបស់ត្រូវបានគោរព (3) គោរពនៃត្រូវបានគោរព (4) ត្រូវបានគោរពនៃត្រូវបានគោរព (5) បទសំភាសន៍បានរៀបចំរួចហេរី (6) បំណុលចំណាត់ការនៃត្រូវបានគោរព (7) នឹងប្រើត្រូវបានរាយ (8) ការបារបស់ខ្ញុំត្រូវបានរួចពីកត្រូវបានគោរព (9) ដើរបស់គាត់បានលើកឡើង (10) ក្នុងសោច្ចាតត្រូវបានគាត់ (1)

I.

Verse 11: ជិះឯកឯកដើលនឹងត្រូវយកទៅឯកឯកឯកឯក, បន្ទាប់ពីត្រូវគេធ្វើគិត

Verse 12: ឯកគេនឹងត្រូវបែងបង្រៀប, នឹងត្រូវកាត់ចេញ, ត្រូវខ្ងាត់ខ្ងាយ

Verse 13: យើងត្រៀនាំទោនដែនដីសន្យា, យើងនឹងត្រូវខាត់ខាយ

Verse 14: និងអូរស្រាប់អុលត្រូវខាត់ខាយ, ពួកគេនឹងបានប្រមុជយក្សាត្រូវ, នឹងបានបំពេជាប់នឹងដើមវិញ

K. 1) ១៦ គីតាមរបៀបនេះហើយដែលណាការបានធ្វើបុណ្យប្រមុជទីកច្ចោមបានប្រជុំក្នុងទីកម្រិត ហើយពួកគេមានចំនួនប្រឈាលពីរយប្បនននាក់ មួនហើយ ហើយពួកគេបានទទួលបុណ្យប្រមុជទីកនៅក្នុងទីកម្រិត ហើយបានពេរពេញទៅដោយព្រះគុណនៃព្រះ ។ ១៧ ហើយពួកគេត្រូវបានបោះសាសនាថ្មីនៅព្រះ បុរីសាសនាថ្មីនៃព្រះគ្រឿស្ស ចាប់តាំងពីពេលនោះមក ។ ហើយហាតុការណ៍បានកែតិឡើងថា អស់អូរស្រាប់ដែលបានទទួលបុណ្យប្រមុជទីកដោយអារុការ និងសិទ្ធិអំណែងចារ៉ែព្រះ នោះបានមួកបញ្ហាលទៅក្នុងសាសនាថ្មីនៃព្រះបស់គ្រឿស្ស ។

L. 1) មានមនុស្សប្រមាណពាណិជ្ជនាក់ត្រូវបានដម្លៃសម្រេចពីផ្ទះ ។ ២) ពួកគេបានដម្លៃសម្រេចនៅថ្ងៃទី២៥ ខែធ្នូ ។ ៣) ដោយសារមានគ្រាប់បែកដែលមិនទាន់ដីស្រុកយេងព្រះគ្រឿស្ស ។ ៤) [គ្រាប់បែកដែលត្រូវគេរៀបចំពេលព្រះគ្រឿស្ស ។ ៥) ការបែកដែលបានបំប្លាក់ដីស្រុកយេងព្រះគ្រឿស្ស ។

Review: Describing Objects and People

- D. 1) ដើមអូលីវែព្រះ 2) ដើមអូលីវស្រុក 3) ម្នាស់ចម្ងារ 4) អ្នកបម្រើរបស់ម្នាស់ចម្ងារ 5) ចម្ងារ 6) មេក 7) ផ្លូវ

17. Direction of Action

D. 1) គាត់នាំចេញអង្គរទៅប្រទេសព្រៃតណាម ។ ២) ខ្លួនត្រូវបែរទេសអាមេរិចវិញ ។ ៣) ពួកគេបានយកទ្រង់ទៅហើយបានភាពខ្លួនរបស់យើងទៅព្រះវរបិតារិញ ។ ៥) ការគារព្រមទាំងការបែកដែលមិនទាន់ដីស្រុកយេងព្រះគ្រឿស្ស ។ ៦) តើអ្នកអាចអង្គិលទៅចំហេងពីចំណានអត់ ? ៧) កំយកព្រះនាមព្រះមកលេងសេច ។ ៨) ហោតុអិតានជាប្រះចង់ឲ្យត្រូវខ្លួនបំពេលបំក្នុងវិញ ? ៩) គាត់ជិតទៅដីស្រុកយេង ។ ១០) គាត់ជិតមកដល់ហើយ ។ ១១) យើងត្រូវតែព្យាយាយ និងវិន្ទន៍ចំណានតែទៅជិតព្រះ ។ ១២) គោលបំណងរបស់យើងតីអព់ពីពីរមុនស្មើដែលមកការនៃព្រះគ្រឿស្ស ។

E. ១) ម៉ែលទៅទៅនោះ ។ ២) គាត់ត្រូវបានឲ្យចូលទៅលើផ្លូវ ។ ៣) ប្រសិនបានយើងមានភាពសកិសម នោះយើងអាចចូលទៅក្នុងព្រះវិហារបិស្បុទ្ទេ ។ ៤) ខ្លួនឱ្យរំបូគ្រែនេះទៅអ្នកទីបែកដែលត្រូវបានឲ្យចូលទៅក្នុងព្រះវិហារ ។ ៥) យើងត្រូវតែនៅលើផ្លូវដែលត្រូវបានយើងទៅកាន់ព្រះវិហារ ។ ៦) ខ្លួនប្រាប់ទៅគាត់បានត្រូវតែទាក់ទងនឹងអ្នករៀបចំដីស្រុកយេងព្រះនោះ ។ ៧) ខ្លួនប្រាប់ទៅមិនមែនមួយក្តាល ។ ៨) ខ្លួនប្រាប់ទៅគាត់បានឲ្យត្រូវបានមកខ្លួន ។ ៩) ខ្លួនប្រាប់ទៅមិនមែនមួយក្តាល ។ ១០) យើងបានឲ្យចូលសកិតិភាពពួកគាត់មកខ្លួន បន្ទាប់មកបានចេញទៅក្នុងម៉ែល ។

F. ១) ម៉ែលមកទីនេះ ។ ២) គាត់ត្រូវបានឲ្យចូលមកលើផ្លូវ ។ ៣) ទោះបីជាយើងមិនមានភាពសកិសម ព្រះនោះទៅតែចង់ឲ្យអ្នកមកព្រះវិហារ ។ ៤) អ្នកទីបែកដែលត្រូវបានឲ្យចូលទៅក្នុងព្រះវិហារ ។ ៥) ព្រះចង់ឲ្យយើងត្រូវបានឲ្យចូលមកព្រះវិហារ ។ ៦) គាត់បានប្រាប់ខ្លួនបានត្រូវតែទាក់ទងអ្នករៀបចំដីស្រុកយេងព្រះនោះ ។ ៧) ដើម្បីករកខ្លួន ។ ៨) ខ្លួនកិរិយាដែលអ្នកបានឲ្យព្រះគ្រឿស្សមែនមួយក្តាលនេះមកខ្លួន ។ ៩) ខ្លួនប្រាប់ទៅមិនមែនមួយក្តាល ។ ១០) ពួកគាត់បានឲ្យចូលសកិតិភាពពួកគាត់មកខ្លួន បន្ទាប់មកបានចេញទៅក្នុងម៉ែល ។

K. ១) គាត់បានឲ្យដឹងបុញ្ញលាយមកខ្លួនដែលមានតំឡើ ។ ២) ខ្លួនបានយើងទៅក្នុងអ្នកបានទៅ ? ៣) សោរចេនយ៉ាមីនបានសាងសង់បំមួយឡើង ។ ៤) ព្រោករិបុរាណបានសរស់របញ្ជីប្រភពតូនប្រជាផន្លឺបែកដែលទេទុក ។ ៥) ពួកសាសន៍អាន់តែ-នីតែ-លីតែបានទោះ អារិយបែកដែលចោរ ។ ៦) ការរោនព្រះគ្រឿស្សអាចចារ៉ែបានបំពេលក្នុងដីតិចបែកដែលយើង ។

18. Need/Should

D. ១) យើងត្រូវតែចូលយកាត់យកដែលបានប្រើប្រាស់យើងដីមួលហាតុដែលប្រះយេស៊ូវគ្រឿស្សមានសារៈសំខាន់ចំពោះ គាត់ ។ ២) តើអ្នកត្រូវការអ្នី ? ៣) គាត់ត្រូវកែវករយ៉ែងបែកដែលប្រើប្រាស់យើងព្រះគ្រឿស្ស ។ ៤) យើងត្រូវតែក្រោប្រះបញ្ជីតិចបែកដែលជាយើងចង់បានទៅព្រះគ្រឿស្ស ។ ៥) តើយើងត្រូវតែឡើងថ្ងៃពីរយ៉ែងបែកដែលព្រះគ្រឿស្ស ។ ៦) យើងត្រូវព្រះគ្រឿស្សអ្នកបានបំពេលក្នុងដីតិចបែកដែលយើង ។ ៧) យើងត្រូវតែធ្វើតាមព្រះគ្រឿស្ស ។ ៨) យើងត្រូវតែបានកំណែលសេចក្តីពីនៅក្នុងពីរយ៉ែងបែកដែលយើង ។ ៩) បិស្បុប្រព្រះគ្រឿស្សដែលយើង ។ ១០) យើងត្រូវតែមានទំនាក់សេចក្តីពីនៅក្នុងពីរយ៉ែងបែកដែលយើង ។

- E. 1) ខ្លួនឯងឲ្យអ្នកបាប់ខ្លួនឯងដែលកែតទេ ។ 2) ខ្លួនឯងដឹងពីអ្នកដែលកែតទេ ។ 3) ខ្លួនឯងធានពីមានពីអ្នកដែលកែតទេ ។
 4) តាត់ចង់ដោនភាសាដូរទៀត ។ 5) ពួកគេចង់ធានព្រះគ្មីរមនុយក្តាល ។
 6) ពួកយើងចង់ទូលបុណ្យដែរទៀត ។ 7) តើអ្នកចង់ធានការប្រសិទ្ធភាពជាតុលាទេ ? 8) ប្រាការប្រើប្រាស់បាយមួយអ្នក ។
 9) ពួកខ្លួនឯងទិញផ្លូវស្រាវជ្រាវតាមអាជ្ញាប់ណាស់ទេ ។ 10) តើយើងអាចដឹងដោយរបៀបណាតីផ្លូវយុលាទេ លើព្រះចង់ឲ្យយើងដើរតាម ?

19. Basic & Honorific

F. 1) កំអត់យោនទីនោះ ។ 2) កំពាក់ទីកិច្ច ។ 3) កំពានទៅ ។ 4) យើងមិនចង់ឲ្យអ្នកបាត់បង់ពារដៃយ៉ាវៈបញ្ចីតាតពក្តីដីវិតាបស់អ្នក ។ 5) កំឡុងឆ្នាំកំពុងការសួរ ។ 6) សូមកំដកបានវិញ ! 7) កំអាលសិន ! 8) ពួកព្យាក់បានប្រាប់យើងដោយ ៧ម៉ោង ៩ពាល់ ៩ពាល់ប្រាប់អ្នក ។ 9) យើងត្រូវសំអាតដូចជាបាយ កំឡុងម៉ោងម៉ោង ១០ពាល់ ១០ពាល់ប្រាប់អ្នក ។ 10) ទោះបីជាមានអ្នកដែលចង់ចំពោះអ្នកកំដោយ កំលែបង់សេចក្តីដីស្រីបស់អ្នក ។

G. 1) តើអ្នកអាច អធិស្ឋានបិទបានទេ ? 2) បីស្ថិតិបានសំឡុងខ្លួនឯងនិយាយពីការអភិយោទេ ។ 3) តើខ្លួនឯងចង់ទូសំណួលទៅអ្នកវិញបានទេ ? 4) តើពួកខ្លួនឯងបានបង់សំណួលបានទេ ? 5) តើអ្នកអាចអានខនេះបានទេ ? 6) ប្រាការបានសំយើងឲ្យរបៀបចំការហើរក្រុមពីរបៀបលើបង្គត់ស្ថិតិការសំអ្នកដែលបានបង់អារម្មណា ។ 7) សូមត្រូវសូមខ្ចួនទៅតាមក្រុមមួយក្នុងពាណិជ្ជកម្មបានទេ ? 8) តើខ្លួនឯងចង់ចំពោះអ្នកមួយក្នុងពាណិជ្ជកម្មបានទេ ? 9) ដើម្បីប្រសិទ្ធភាពដៃយ៉ាវៈយើងសូមដែលអ្នកដែលបានទេ ? 10) តើខ្លួនឯងចង់ចំពោះអ្នកសាក់មិនសិនបានទេ ?

N. 1) ខ្លួនឯងយាមបើកទីកញ្ចប់ពេញរាយការ ។ 2) ប្រាការបានឲ្យរបៀបចំណាយសូមរាយការ ។ 3) សូមឲ្យសូមដែលពីរបៀបចំណាយសូមរាយការ ។ 4) ព្រះរាយការបានឲ្យរបៀបចំណាយសូមរាយការ ។ 5) ព្រះរាយការបានឲ្យរបៀបចំណាយសូមរាយការ ។ 6) យើងត្រូវតើអ្នកចង់ចំណាយសូមរាយការ ។ 7) បង់ពីសិទ្ធិបានសំឡុងពីរបៀបចំណាយសូមរាយការ ។ 8) បីស្ថិតិបានសំឡុងខ្លួនឯងនិយាយអំពីការហើរអ្នកឲ្យរបៀបចំណាយសូមរាយការ ។ 9) សូមចាត់មិនបានចង់ចំណាយសូមរាយការ ។ 10) “ចូរសូម ទោះអ្នករាល់ត្រូវឲ្យបានទូទៅ...”

20. Ability

F. 1) ខ្លួនឯងអាចរារ៉ានបាន ៤០ដង ។ 2) អ្នករាល់ត្រូវដែលរាល់ទៅលើដែនដីនេះអាចចូលក្នុងព្រះវិហារបរិសុទ្ធបានប្រសិនបើពួកគេដោរបៀបចំណាយសូមរាយការ ។ 3) តើអ្នកអាចយកមួយនៃខ្លួនឯងដែលបានទេ ? 4) ខ្លួនឯងបាប់ខ្លួនឯងមែនទាន់បានសំណួលបាន ។ 5) អ្នកអាចចូលក្នុងសំណួលបានទេ ? 6) មិនអីទេ ! អ្នកទាំងអស់អាចមកសូមខ្ចួនខ្លួនឯងខ្លួនបាន ។ 7) នៅក្នុងបេសកម្មអ្នក អ្នកនឹងចង់អាចយកមួយនៃខ្លួនឯងបានទេ ។ 8) តាត់អាចចង់ក្រកាត់ការដោយខ្លួនតាត់បានទេ ។ 9) យើងអាចសង្ឃឹមបានថា ថ្ងៃណាមួយតាត់នឹងទទួលិច ។ 10) យើងអាចជួយអ្នកបើករបស់ទាំងនេះដាក់រទេ ។

G. 1) ខ្លួនឯងអាចរារ៉ានបាន ៤០ដងទេ ។ 2) អ្នករាល់ត្រូវដែលរាល់ទៅលើដែនដីនេះមិនអាចចូលក្នុងព្រះវិហារបរិសុទ្ធបានទេ ប្រសិនបើពួកគេគឺជាបៀវបៀវបានទេ ? 3) តើអ្នកមិនអាចយកអារ៉ានទេ ? 4) ខ្លួនឯងអាចបាប់ខ្លួនឯងមែនទាន់បានសំណួលបាន ។ 5) អ្នកមិនអាចចូលក្នុងសំណួលបានទេ ។ 6) មិនអីទេ ! អ្នកទាំងអស់មិនអាចមកសូមខ្ចួនខ្លួនឯងខ្លួនបានទេ ។ 7) នៅក្នុងបេសកម្មអ្នក អ្នកនឹងមិនអាចយកមួយនៃខ្លួនឯងបានទេ ។ 8) តាត់មិនអាចចង់ក្រកាត់ការដោយខ្លួនតាត់បានទេ ។ 9) យើងមិនអាចជួយអ្នកបើករបស់ទាំងនេះដាក់រទេ ។

H. 1) តើអ្នកអាចអធិស្ឋានបានទេ ? 2) សូមអ្នកអាចនិយាយយើតបានទេ ? 3) តើយើងអាចត្រូវបាប់មកហើយបាប់ខ្លួនឯងអ្នកមួយទៀតបានទេ ? 4) អ្នកអាចលេងព្យាយាយបានអត់ ? 5) តើព្រះយេស៊ូវទ្រួចចង់អាចដកចេញអំពីបាបរបស់ពួកយើងបានទេ ? 6) ខ្លួនឯងមែនយើងទៀត ។ 7) តើយើងអាចមកយកមកតាមផ្លូវទៀតបាបខ្លួនឯងមែនបាបបានអត់ ? 8) អ្នកអាចអានភាសាអង់គ្លេសទៀត ។ 9) ខ្លួនឯងអាចជួយអ្នកបើកលើកណានទេ ? 10) តើអ្នកអាចដាក់ការលើកពីតាត់បានទេ ?

21. For

C.

1.	3 Nephi 17:17	សម្រាប់
2.	1 Nephi 15:34	សម្រាប់
3.	Alma 34:24	សម្រាប់
4.	3 Nephi 18:23	ឯក, ឯក
5.	Romans 5:8	ដំនឹងសរ

Note: សម្រាប់ would work for almost any of these usages since សម្រាប់ is so adaptable.

22. Preference and Indifference

D. 1) ព្រះវិហារមួយណាតិត ? 2) ផ្លូវមួយណាយើងគូរឡើ ? 3) MTCណាដែលអ្នកបានឡើ ? 4) ភាសាមួយណាដែលអ្នកចង់បាន ? 5) តើប្រភេទអង្គរមួយណាអ្នកបានទិញ ? 6) ផ្លូវណាបេស់យាំចន្ទី ? 7) តាំបន់មួយណាអ្នកបានចិញ្ញជាងគេ ? 8) ខេត្តណាទីខាងសារបានប្រាប់ដោយ ? 9) មួយណាអ្នកជាង ? 10) តើប្រភាពព្រះវិហារបេរិសិទ្ធិមួយណាយើងគូរឡើចិត្តប្រជុំវិសាល ?

E. 1) អ្នកណាក់បាន មិនមាបរស បុ ស្រី ភាគចមកពិធីសាធារមង ១ ២) យើងនឹងនូវសេល្បីនិង ទោះជាយើងសុចិត្ត បុឡុច្ចូវិត ១ ៣) មិនមាបអ្នកមាន បុគ្គ ប្រះគ្រឿស្សស្រែខ្ពាច្បៃអ្នក ១ ៤) ខ្ញុំតែងតែទៅប្រេវិហារ ទោះជានូវទៅ៩០ម៉ែត្រពីប្រេវិហារ មួយៗ ១ ៥) ថ្មីខ្លួនយើងអស់កំណាំង បុមានកំណាំងក៏ដោយ យើងគូរផ្លូវតាមពេលនៃលាងិត្យសាន់នៅពេលយប់ ១ ៦) ទោះជាប្រេវិហារតីមួយបីបុ ប្រេវិហារតីមួយមេរោង ខ្ញុំតែងតែមានអារម្មណ៍ពីប្រេវិហារណាបេលខ្ញុំនៅតួនាទីប្រេវិហារ ១ ៧) ប្រេវិហារតែងតែជាប្រើប្រាស់បាន ថ្មីខ្លួនយើងគឺជាបានភាពសត្វិសម បុអត់ ១ ៨) ខ្ញុំនឹងព្យារៈអ្នកបាន ទោះជាបាតាយនាបត្រិងាត ។

23. When

F. 1) ព្រះគ្រង់នឹងចូរយើងករយេងព្យាយាមទ្រង់ កាលណាយើងសម្បុរោគគ្រង់យ៉ាងអស់តែចិត្ត ។ 2) ពេលយើងទទួលបានដោតជីយ យើងត្រូវតែចេះបញ្ហាបច្ចន ។ 3) អ្នយតាតំបានចាប់ផ្តើមនាំតាតំមកព្រះហារភ្លាម ពេលតាតំបានកាយុដ្ឋ្នាំ ។ 4) កាលដែល យើងម៉ានអារម្មណ៍អស់សង្កែប្រុងចិត្ត យើងត្រូវតែអធិស្ថានចូរប្រើប្រាស់បានមុន ។ 5) កាលពីសត្វប៉ុមុនយើងបានទៅត្រូវសុខ ទុក្ខិចិត្តលាក ទីបីយើងដឹងថាទាំសំចក្តីដីឡើតាតំបានចិបុំ ។ 6) ពេលអ្នកចូរចូរយើងសាសនាបាននិយាយពីគ្របាសាដែអស់ក ល្អ ទីមានអារម្មណកក់ត្រូវនឹងចិត្ត ។ 7) ពេលណាក់ដោយដែលយើងអធិស្ថាន ព្រះគ្រង់នឹងត្នាប់យើង ។ 8) យើងអាចដឹងដោយចូរស់បាន ព្រះអម្ចាស់សុព្រះបាប្ទុទី នៅពេលអ្នកទទួលអារម្មណ៍បាន ព្រះវិញ្ញាណបិសុទ្ធ ធ្វើកិច្ច ការគ្រង់តាមរយៈអក ។

G. 1) អ្នកទៅដល់កំណើងជាអង្គាល ? 2) អង្គាលណាម្នាក់នឹងទោដល់ ? 3) យើងព្យារាបានអង្គាល ? 4) អ្នកបានផ្តាសម្បូរដៃគីតាគារណ៍ពីអង្គាល ? 5) អ្នកបានធ្វើមុនចិត្តពីអង្គាល ? 6) អង្គាលណាម្នាកប្រគល់ប្រសិរី ? 7) អង្គាលម្នាកទំនោះ ? 8) តាត់បានទោតាំងជាអង្គាល ?

24. Tense

- B. 1. ព្រះរេបិតានីនអភិយទោសជល់ពួកយើង ប្រសិនបើយើងកែប្រចិត្តដោយអស់ពីដឹងចិត្ត ។
2. ព្រះយេស៊ូវគ្រឿសុបានធ្វើដាក់យើងដើម្បីសុព្រោះយើងកើតមេពីបាប ។
3. តើអ្នកមានការអ្នកណាយការម៉ោងម៉ោងដើរនៅពេលនេះ?
4. បន្ទាប់ពីអ្នកបានទទួលពិធីបុណ្យប្រមុជទីកហើយ អ្នកនឹងរៀបចំខ្លួនដើម្បីទទួលអំណោយទាននៃព្រះវិញ្ញាណបិសុទ្ធ ។
5. សេចក្តីសញ្ញាតីជាកិច្ចសន្យាឌីសិរិច្ឆេទយើងធ្វើជាមួយព្រះ ។
6. ពីមុនអ្នកបានប្រើសិរិច្ឆេទគោរពតាមព្រះ បើនេះទូទៅរៀបចំពុងធ្វើតាមព្រះបញ្ជីរបស់ត្រង់ ។
7. ខ្សែចង់ថែកចាយរៀបចំមួយពីព្រះគម្រោងរៀបចំមួយអ្នក ។
8. ខ្សែចង់ថែកចាយនឹងផ្លូវយកស្ថិត្រាំដល់ទីបញ្ហាប់ ពីព្រះអ្នកកំពុងព្យាយាមគោរពតាមដីណើងល្អរបស់ត្រង់ ។
9. សេចក្តីជីនីវេនៅបីព្រះយេស៊ូវគ្រឿសុមាននៃយោបាយ យើងទូកចិត្តលើប្រជែង និងអ្នកដែលប្រជែងមានព្រះបន្ទូល ។
10. ខ្សែចង់ថែកចាយរៀបចំប្រព័ន្ធប្រជិតស្ថិត្រប្រស់ខ្លួនថែកចាយគឺជាការពិត ។
11. ខ្សែចង់ថែកចាយអ្នកដែលដោតរបស់ខ្លួនថែកចាយគឺជាការពិត ។
12. អ្នកអាចធ្វើតាមគម្រោងប្រស់ព្រះយេស៊ូវគ្រឿសុដោយទទួលបុណ្យប្រមុជទីក ។
13. ការមានសេចក្តីជីនីលើព្រះគ្រឿសុនាមំយើងទៅរកការកែប្រចិត្ត ។

D. 1. នៅសញ្ញាប័ណ្ណយោនោះ គាត់យប់មករៀន ។
2. យើងធ្វើយកដល់ការធ្វើយកដ្ឋានប្រជាពលរដ្ឋ របស់ខ្លួន ។
3. “តើខ្លួនពីតានីនបានធ្វើប្រព័ន្ធរបស់ខ្លួន ឬណា ?”
4. “យើងបានធ្វើទីបន្ទាល់អំពី ក្រុមគ្រូសារដើម្បីអស់កល្បាចានិច្ច ។”
5. យើងបានបង្រៀនបានធ្វើអំពីដែនការនៃសេចក្តីសិរិច្ឆេទ ។
6. ការបង្រៀនបានយើងបានធ្វើយកគាត់មានទំនុកចិត្តទៅលើអ្នក ដែលយើងបង្រៀន ។

E. 1) អតិតភាគ 2) អនាគតភាគ 3) បង្ហើប្បន្ទភាគ 4) អតិភាគ 5) បង្ហើប្បន្ទភាគ 6) អតិភាគ 7) អនាគតភាគ
8) អនាគតភាគ

G.

	អតិថជន	អនាគុតកាល
1	ខ្សោនទៅប្រះវិហារ ។	ខ្សោនទៅប្រះវិហារ ។
2	ខ្សោនភាពព្រះគម្ពីរមេន ។	ខ្សោនភាពព្រះគម្ពីរមេន ។
3	ព្យាករីបានទូលនឹងព្រះ ។	ព្យាករីនឹងទូលនឹងព្រះ ។
4	ព្រះបានបងើតមនុស្សនៅថ្ងៃទី៧ ។	ព្រះនឹងបងើតមនុស្សនៅថ្ងៃទី៧ ។
5	ខ្សោនបញ្ចីបេសកម្មនៅកម្បាតា ។	ខ្សោនបញ្ចីបេសកម្មនៅកម្បាតា ។
6	ពួកគាត់បានទូលាទាននំបីង និងទីក ។	ពួកគាត់បានទូលាទាននំបីង និងទីក ។
7	អ្នកដូចជាអ្នកយសាសនាថ្មីទិន្នន័យបានមកដល់ ។	អ្នកដូចជាអ្នកយសាសនាថ្មីទិន្នន័យបាននឹងមកដល់ ។
8	ខ្សោនពាក់អារព័ណិត ។	ខ្សោនពាក់អារព័ណិត ។

H. 1) ព្រះមិនធ្លាប់យប់ហេរព្រាកវីទេ ? 2) ធ្លាប់បានព្យាយដីណែបទេ ? 3) តួកខ្ចិនដែលបានទោដ្ឋែងអ្នករៀននេះទេ ? 4) អ្នកដែលអីស្ថានចង់ដឹងថា អ្នកត្រូវទទួលបុណ្យប្រជុំមុជ្រើនទេ ? 5) ពីមួយ ខ្សោយប៉ាងព្រៃនីមួយៗ តួអ្នកលេងព្រះវិហារ។ 6) ខ្សោយប៉ាងព្រៃនីមួយៗ 7) ព្រះទេដឹងធ្លាប់យប់លោមចិត្តខ្លួនពេលខ្សោយក្រោមក្រោម។ 8) តាត់មិនដែលបានទោដ្ឋែងអ្នករៀននេះទេ ? 9) បងិទ្ធប៉ានចូលរួមពីដីបុណ្យប្រជុំមុជ្រើនទេ ? 10) ខ្ចិនដែលអាណព្រះគម្ពុជាអូរមិនតាមដីដើមិនបំបាត់ទេ។

0.

កំពង់តែ	បាន	នឹង
តទ្ធោនេះ	មិនលម្អិត	អនាគតត
បច្ចុប្បន្ន	រចទៅហើយ	បន្ទាប់ពីនេះ
	កាលពីមុន	ថ្មីស្ថុក
	កាលខ្ញុំនៅត្រួច	ឆ្នាំក្រោយ
	ឆ្នាំទៅ	នៅពីចុះឡើត
	អតិតកាល	ខាងស្ថុក

P.

1) ខ្សែកដល់ប្រធោសកម្មជាមួយត្រូវមុន 1 2) គាត់នឹងមិននៅផ្ទះទេនៅម៉ោងនោះ 1 3) តុឡវនេះបានបង្កើតឡើងតាំងពីរប់របស់អ្នក 1 4) គាត់កំណុងតែលាងចាន 1 5) ខ្សែកដល់ប្រធោសកម្មត្រូវបានបង្កើតឡើងតាំងពីរប់របស់ខ្សែក 1 6) ខ្សែកដល់ប្រធោសកម្មត្រូវបានបង្កើតឡើងតាំងពីរប់របស់ខ្សែក 1 7) បង្កើតឡើងតាំងពីរប់របស់ខ្សែក 1 8) ខ្សែកដល់ប្រធោសកម្មត្រូវបានបង្កើតឡើងតាំងពីរប់របស់ខ្សែក 1 9) គាត់កំណុងដីកសុកជាមួយមិត្តភកិរបស់គាត់ 1 10) ព្រះអង្គកំពុងដីយុទ្ធប្រជនភាសាអូខ្មែរ ។

25. Tense Sequence

C. 1) យើងមានព្យាការនៃពេលបច្ចុប្បន្ននេះ ។ 2) តាំងពីទោះមក ខ្លួនបានដឹងថាទាត់ណាការពិត ។ 3) តុលវិនេះជាពេលដែលយើងគ្រៀរកប្រចិត្ត ។ 4) យើងនឹងពិភាក្សាដីបុណ្យប្រមុជទីកន្លែងនៃពេលព្យាយាយ តែបានដឹងថាយើងគ្រៀរកបុណ្យទីកន្លែង ។ 5) បន្ទាប់ពីចំអស់រយៈពេលឆ្លោមក ចុងក្រាយបំផុតយុទ្ធវបានទទួលបានមាស ។ 6) ពេលឆ្នូរនេះ ព្យាការបាននិយាយពីសារៈ: សំខាន់នៃការមានសេចក្តីសប្បុរស ។ 7) ហ្មតុដីលំចិត់ពេលនេះ ខ្លួនតែធ្វើបានប្រចាំថ្ងៃ ។ 8) កំឡុងសន្តិសិទ្ធិទៅ ភាពយសលក្ខណ៍ទទួលបានអារម្មណ៍ពីប្រែវិញ្ញាណា ។ 9) តាំងពីពេលនេះទៅ អ្នកគ្រៀរករការពាណិជ្ជកម្ម នៃប្រែវិញ្ញាណាដើម្បីអ្នកអាចទទួលបានការណែនាំពីព្រះ ។ 10) បន្ទាប់ពីអ្នកភាយជាសមាជិក ហើយក្រុមការពាណិជ្ជកម្មនេះ អ្នកអាចទៅប្រែវិញ្ញាណបានសិទ្ធិបាន ។ 11) បន្ទិចទៀត ប្រែវិញ្ញាណនឹងយានៗមកគ្រប់គ្រងដែនដី ។ 12) កាលពីមុន ខ្លួនត្រូវបានអានពីការណែនាំប្រចាំថ្ងៃ បើត្រូវតាមរយៈប្រព័ន្ធផ្លាស់រាយការណ៍ ។

D. 1) ពីមនុយ៉ាសមាជិក ខ្សោះដែងខាងវិញ្ញាណា 2) ខ្សោះតានទេមហាថ្ឋាក់យម្យយឆ្មា 3) មុនពេលយើងម៉ោងដែនដី យើងជាតានស់នៅជាមួយប្រព័ន្ធដូចតិច 4) ខ្សោះជូបគាត់ពីមនុ 5) យើងគូរតែពីបានណា តិចលួចដល មនុនឹងយើងធ្វើការសម្រចចិត្ត 6) កាលពីមនុ សាសនាថ្មានក្រមានទាំងប្រចាំថ្ងៃ តើតុល្យនេះ យើងមានសមាជិកប់បាននាក់នៅជីវិតពីតាមលោក 7) សូមមកលេងយើងអ្នកដែលបានទេ 8) ពីមនុនឹងចាប់ផ្តើម ពួកខ្សោះសូមស្វាតមនុលោកប្រជានសេកដែលអង្គុយនៅក្រុងខាងលើ 9) ខ្សោះប់មកទីនេះពីមនុ 10) ភាគរោគវិហារនេះពីមនុជាភោះចោរក ។

E. 1) ក្រាយពីខ្លឹមជាសមាជិក ខ្លឹមត្របានពួកម៉ាកចំអក់ ។ 2) ខ្លឹមបានទៅក្នុងបាយពាណិជ្ជកម្ម ។ 3) បន្ទាប់មក កំណែចមកលើងពួកខ្លឹម ។ 4) ក្រាយពីដីវិតនេះ យើងអាចធោរស់នៅជាមួយប្រព័ន្ធរបីតាត នឹងប្រព័ន្ធរៀបចំសុខុមាភឡើង ។ 5) ខ្លឹមជូនបាត់បន្ទាប់ពួកខ្លឹមកំណែចមកលើងពាណិជ្ជកម្ម ។ 6) យើងគូរតែត្រូវការសម្រេចចិត្តក្រាយពីយើងពីចារ ណាតីលើខ្លឹមដល់ហើយ ។ 7) សូមមកលើងយើង បន្ទាប់ពីអ្នកចំបែនសេសកម្ម ។ 8) ក្រាយមក លោកប្របានសេភកនឹងទេរីងមានបុ សសាន្តដល់ពួកយើង ។ 9) បន្ទាប់ពីខ្លឹមបានព្រៃនអក្សរហើយ នៅខ្លឹមអាចព្រៃនភាសាដែលបានលើវិនាចាមុន ។ 10) ពួកខ្លឹមបានសំអាតក្រោរិបារមេរើយ បន្ទាប់មកមានយុវជនពីចំនាក់ថែស្សន៍សុខុមាភិនិមួយសេសកម្មជាមួយពួកខ្លឹម ។

26. Transition

Review: Narrating Experiences

- B. 1) យើងខ្ញុំជាប្រើប្រាស់នូវការតាមរយៈពីរ 2) ព្រះគ្រឹះបានធ្វើឡើងសម្រាប់ព្រះបាន 3) ព្រះគ្រឹះបានធ្វើឡើងសម្រាប់ព្រះបាន 4) ខ្លួនបានធ្វើឡើងសម្រាប់ព្រះបាន 5) យើងចូលរួមជាអ្នកជូនរបស់ខ្លួន 6) ខ្លួនបានធ្វើឡើងសម្រាប់ព្រះបាន 7) ដូច្នេះខ្លួនបានធ្វើឡើងសម្រាប់ព្រះបាន 8) សម្រាប់ព្រះបានធ្វើឡើងសម្រាប់ព្រះបាន 9) បន្ទាប់ពីការសិក្សាបែងចែង ព្រះយើងបានធ្វើឡើងសម្រាប់ព្រះបាន 10) ខ្លួនបានធ្វើឡើងសម្រាប់ព្រះបាន 11) ព្រះបានធ្វើឡើងសម្រាប់ព្រះបាន 12) កាលពីឆ្នាំមុន ខ្លួនបានធ្វើឡើងសម្រាប់ព្រះបាន

27. Asking About Reason

- F. 1) យោតិតិខ្លឹមអាចចូលរួមជាមួយនឹងនិភាសាយក្រិស្សានដៃឃី ? 2) យោតិតិបានជាមួកកំចង់ស្ថាប់សម្រាប់អ្នកដៃឃី ? 3) មួលហេតុតិតានជាបងីអនុញ្ញាតឲ្យពួកខ្លឹមត្រូវបានបង់ឡើត ? 4) យោតិតិបានជាមួកកំចង់ទួលបុណ្យរដមុជីក ? 5) ម៉ែចបានអ្នកគិតថាយើដីនូវវិធាយទៅតាត់ ? 6) ម៉ែចបានជាតាកំតែក្រារតែកហីនីអព្វីនី ? 7) មួលហេតុតិតានជាយើងត្រូវការព្រះគិតិមេរោន ? 8) ម៉ែចកំពុំត្រាំងនេះមិនដឹងរកអព្វីនី ? 9) យោតិតិបានយូវសេបស្ទើដឹងចង់អិនិស្សានដោយការបេញចេញសម្រាប់ ? 10) យោតិតិបានជាប្រធានអ្នកសំខាន់សម្រាប់អ្នក ?

- G. 1) តម្លៃនេះ ខ្លួនយល់ដូចជាអស់ទេ បើនែនខ្លួនគារពាណិជ្ជកម្ម ពីក្រោម ខ្លួនបានសេចក្តីជីវិ៍ ១ ២) ខ្លួនបានរិបារដោយប្រព័ន្ធបានអធិស្ឋាន ហើយទូលានចង្វឹម ១ ៣) ខ្លួនបានរិបារដោយសារប្រព័ន្ធដូលា ១ ៤) ក្នុងខ្លួនបានដើរការខ្សោយប្រព័ន្ធ ១ ៥) ក្នុងបានសំភាពពីអំពើបាបដោយសារប្រព័ន្ធរួមទាំងប្រព័ន្ធរីយ៉ែសីវិត្យ ១ ៦) ការក្រុតសាសនាដែលបានកែតឡើង ដោយសារតែភាពទូចិចចុបស់មនុស្សលាក់ ១ ៧) ខ្លួនកែបច្ចុប្បន្ន ខ្លួនដើរការប្រព័ន្ធបានក្នុងការក្រុតក្នុងក្រោម ១ ៨) យើងមានការប្រជុំថ្មីនេះ ពីក្រោមទីប្រាប់បានយើងដូចបានលើបាបក្នុងការក្រុតក្នុងក្រោម ១ ៩) ក្រោមទៅការពលិកម្មបស់ប្រព័ន្ធរួមទាំងប្រព័ន្ធរីយ៉ែសីវិត្យ ១ ១០) យើងរស់ដោយសារប្រព័ន្ធដែរក្រោម ១

28. Qualifying Conjunctions

- D. 1) ខ្លួនដីនៃបីសិនជាតុបេននឹងទូលបុណ្យរួមមិនទិន្នន័យទៅការទិញទេ ២) អ្នកត្រូវមានភាពសតិសមប្រសិនជាតុកចចង់ទៅត្រូវបិទសុខ ៣) តើអ្នកដីនៃបីសិនជាតុបេននឹងពីរបានបកប្រើបានភាសាអៀគ្រាម ៤) យើងសិលបសុខបានសម្រេចចាប់ពីតាមភាគតីនៃគោរពតាមបីសិនជាតុបេននឹងបានចូលបានចម្លៀយសម្រាប់ការអធិស្ឋានតាត ៥) តើបានសូរមេឡើងបីសិនជាតុកអាចបារិបបានទៅត្រូវការទិញទេ? ៦) យើងត្រូវតិចមកដូចណ៍នេះទៅម៉ោងដែលអាត់មានមេក្រោះ ៧) យើងនឹងបានសង្កែរបីសិនជាតុបេននឹងគោរពតាមប្រព័ន្ធបញ្ជាក់ ៨) តាតអាត់ទាន់ដីនៃបីសិនជាតុបេននឹងបានទៅប្រុអត់។

- E. 1) ប្រសិនអ្នកសិក្សាប្រចាំគីឡូ នៅក្នុងនឹងករយើត្រលម្អិយសម្រាប់ការអធិស្សានបែស់អ្នក ។ 2) តាត់និយាយថា ប្រសិនទូកខ្លួនអស់អង្គ នោះតាត់នឹងយកមកចូលចិត្ត ។ 3) ដើម្បីអ្នកព្យាយាមប្រចិនពេក នោះអ្នកនឹងឈឺ ។ 4) ដើម្បីបង្កើតឈានសាសនាប្រចាំប្រចាំឆ្នាំ នោះខ្លួនតាត់បង្កើតឈានសាសនាប្រចាំឆ្នាំ ។ 5) ប្រសិនជាអ្នកនិយាយភាសាអូរប្បែបាត់

ន ញ្ញីកញ្ញាប់ នោះអ្នកនឹងនិយាយបានស្ថាត់ល្អ ។ ៦) ដើសិនអ្នកអធិស្សាន នោះព្រះនឹងប្រសិទ្ធបានដែលអ្នក ។ ៧) ខ្លួនឯងថា ដើយឱ្យស្ថិត្រាំសលប់ចិបញ្ញាប់ នោះយើងនឹងទទួលបានកដើម្បីនៅថ្ងៃចុងក្រោយ ។ ៨) ដើម្បីខ្សោចការធ្វើខ្សោស នោះខ្លួនឯងជិនអាចរៀនភាសាឌូរចេច:ទេ ។

F. ១) ថ្លើដើរកខ្លួនឯងដោយគ្មានការសង្ឃ័យបានសាសនាថ្មាន៖ ២) ទោះជាតុកខ្លួនអស់កំលាំង ពួកខ្លួននៅតែធ្វើការខ្លួន ។ ៣) ព្រះនៅតែប្រសិទ្ធប់យើង សូមឱ្យតែលួន:យើងមិនគោរពតាមច្បាស់ ។ ៤) ថ្លើដើរកខ្លួនឯងគោរពតាមច្បាស់ ។ ៥) ទោះជាតាត់មិនអាចនិយាយភាសាឌូរបានល្អក៏ដោយ ខ្លួននៅតែមានអាមេណុកពីព្រះវិញ្ញាបាទាតូវដែលបាត់និយាយជាការពិត ។ ៦) សេចដារិខលោតែ មិនទាន់គេចិត្តកំពុងស្ថាត់ឡើង ថ្លើដើរកខ្លួនឯងដោយ តាត់នៅតែប្រសិទ្ធបានដូចជាបុរាណពីមុនមក ។ ៧) ទោះជាតាត់ពីការ ។ ៨) ថ្លើដើរកខ្លួនឯងគេចិត្តកំពុងស្ថាត់ឡើង តាត់នៅតែប្រសិទ្ធបានដូចជាបុរាណពីមុនមក ។ ៩) ថ្លើដើរកខ្លួនឯងគេចិត្តកំពុងស្ថាត់ឡើង ស្ថាត់ខ្លួនឯងដោយ ខ្លួនដែងសក្ខីកាតម្រាប់ព្រះយេស៊ូវ គ្រឿសុជាត្រាបែងបែង ។ ១០) ទោះជាអ្នកដើរកនាំកុងសាសនាថ្មានក្នុងស្ថាត់ខ្លួនឯងដោយ ខ្លួនដែងសក្ខីកាតម្រាប់ព្រះយេស៊ូវ គេចិត្តកំពុងស្ថាត់ឡើង ។

Review: Cause and Effect

D. ១) ដោយសារព្រះជាប្រាប់យើង ។ ព្រះទ្រង់ចង់មានការទំនាក់ទំនងជាមួយយើង ។ ២) ហោតុអ្នកបានជាយើង ត្រូវធ្វើបុណ្យប្រមុជទីក ? ៣) ខ្លួនឯងដោយអស់ពីចិត្ត ព្រះទ្រង់នឹងឲ្យអ្នកដើរកខ្លួនឯងហោតុអ្នកត្រូវធ្វើបុណ្យប្រមុជទីក ។ ៤) ប្រសិនឯងដើរកខ្លួនឯងហោតុអ្នកដើរកខ្លួនឯងបានបញ្ចប់ចិត្ត ។ ៥) ដោយសារយូរស្ថិតិជានសូរព្រះ តាត់បានទទួលចង្វៀយពីការអធិស្សានរបស់តាត់ ។ ៦) មូលហោតុអ្នកមិនអាចដើរកខ្លួនឯងតែ ? ៧) បែលិនអ្នកទទួលចង្វៀយពីការអធិស្សានរបស់អ្នក តើអ្នកនឹងទទួលបុណ្យប្រមុជទីកទេ ? ៨) ហោតុអ្នកមិនអ្នកបានបង្កើតពីការអធិស្សាន ? ៩) ដោយសារព្រះយេស៊ូវត្រូស្ថិតិខ្លួនបានមកខ្លួនឯង ។ ១០) ពីព្រះអ្នកទាំងអស់មានសិទ្ធិដ្ឋីសិទ្ធិ អ្នកខ្លះដ្ឋីសិទ្ធិដើរកខ្លួនឯង ។

29. Quantity

E. ១) ១២; ៣២២; ៦,៥៦២ ២) (6) ២៥; ៦,០០០; ២០; ២,០០០ (25) ២០០; ២,០៦០ ៣) ៣០,០០០ ៤) (2) ១៦; ៣២៦ (3) ៣២៧ (9) ៥៥,០០០; ៥៥,០០០; ៣៣០ ៥) ៥៥; ៦៥ (25) ៣២; ២៥

H. ១) ឫ្លមួយ ២១ ២) ពីពាន់ដប្រាំមួយ ២០១៦ ៣) មួយរយបែកតប្បន ១៨៤ ៤) តាំប្រាប់សិបបាតាំប្រាប់ ៥៥៥ ៥) បីសែនពីចិនប្រាំប្រាប់ពាន់ប្រាំបីរយកោសិបបាតាំប្រាប់ពីរ ៣២៥,៥៣៧ ៦) ដប្រាំបី ១៨៧ ៧) មួយពាន់ប្រាំបីរយអ្នក ១៨២០ ៨) មួយពាន់សែសិប ១,០៥១ ៩) ប្រាំពីរមួយបានសិបមួយ ៧០,០៥១

G. ១) ខ្លួនឯងដោយគ្មាន ២) តាត់រស់នៅតាមផ្លូវនៅ ៣) នោះជាបទចម្លោះដែលខ្លួនឯងដោយគ្មាន ៤) សៀវភៅនៅ នោះបានផ្លាស់ប្តូរដីតុខ្លួន ៥) ខ្លួនឯងដោយគ្មាន ៧) ហោតុអ្នកបានពិត ៨) សោរបាត់នៅរំលែកណាស់ ៩) មួយនោះហូវបានមកពីណារ ១០) បុរសនោះ មិនទៅតាត់ដូចប្រាប់ការដំនួយ ។

J. ១) ខ្លួនឯងដោយគ្មាន ២) ពួកគាត់រស់នៅតាមផ្លូវនៅ ៣) ខ្លួនឯងដោយគ្មាន ៤) សៀវភៅនៅ នោះបានផ្លាស់ប្តូរដីតុខ្លួន ៥) ខ្លួនឯងដោយគ្មាន ៦) ខ្លួនឯងដោយគ្មាន ៧) ហោតុអ្នកបានប្រាប់ការដំនួយ ៨) សោរបាត់នៅរំលែកណារ ៩) មួយនោះបានមកពីណារ ១០) បុរសមួយនោះ មិនទៅតាត់ដូចប្រាប់ការដំនួយ ។

K.

	Singular	Plural
1.	ខ្លួនឯងដោយគ្មាន នៅ ។	ខ្លួនឯងដោយគ្មានទាំងនេះ ។
2.	ពួកគាត់រស់នៅតាមផ្លូវនៅ ។	ពួកគាត់រស់នៅតាមផ្លូវទាំងនេះ ។
3.	ខ្លួនឯងដោយគ្មាន ទាំងនេះ ។	ខ្លួនឯងដោយគ្មានទាំងនេះ ។
4.	សៀវភៅនៅ នោះបានផ្លាស់ប្តូរដីតុខ្លួន ។	សៀវភៅនៅទាំងនេះបានផ្លាស់ប្តូរដីតុខ្លួន ។

5.	ខ្លួនប្រចាំសម្រាយនេះ ។	ខ្លួនប្រចាំសកំដើរនេះ ។
6.	ខ្លួនព្យាមឃើមយកនោះពីមុន ។	ខ្លួនព្យាមឃើមបទកំដើរនោះពីមុន ។
7.	ហេតុអីសាសនាថ្មភ្នាក់មួយនេះពីតិត ហើយសាសនាថ្មភ្នាក់មួយនោះមិនពិត ？	ហេតុអីសាសនាថ្មភ្នាក់នេះពិត ហើយសាសនាថ្មភ្នាក់កំដើរនោះមិនពិត ？
8.	ស្មាតហូមួយនេះ យើងបានរលស់ណាស់ ។	ស្មាតហូមធម៌នេះ យើងបានរលស់ណាស់ ។
9.	មួយនោះបានមកពីណា ？	របស់កំដើរនោះបានមកពីណា ？
10.	បុរសមួយនោះមិនទៅគាត់ដឹងថាគ្រោករាជន៊ីនូយ ។	បុរសកំដើរនោះមិនទៅគាត់ដឹងថាគ្រោករាជន៊ីនូយ ។

30. Classifiers

31. Additional Quantity Terms

- C. 1) ទេរីត 2) ជាង 3) ទេរីត 4) ទេរីត 5) ជាង 6) ទេរីត 7) ទេរីត 8) ទេរីត 9) ជាង 10) ទេរីត

D. 1) តើមានអ្នកដែលបង្ហាញនាក់ចានមកប្រព័ន្ធនៅថ្ងៃណា ? 2) យើងត្រូវតែងកាត់គោលដៅសម្រាប់មេដែលបង្ហាញដើម្បីត្រូវបង្ហាញនាក់ចានមកប្រព័ន្ធដឹក្សាខ្លះ ? 3) អ្នកមានការបង្ហាញ ? 4) អ្នកមានក្រាតកបង្ហាញ ? 5) តើមានអ្នកធ្វើផ្សាយបង្ហាញនាក់នៅក្នុងបេសកកម្មនេះ ? 6) ខ្លួនប្រាកដថា ខ្លួននាក់ចាននាក់ចានបំពុំនូនបង្ហាញដឹងហើយ។ 7) អ្នកមានក្រុងសេវាបង្ហាញនៅក្នុងបានតាមខ្លួនដឹង ? 8) អ្នកបានដែលបង្ហាញការបង្ហាញនៅខ្លួនជាប៉ែង ? 9) កិច្ចនៃសំខាន់ថា យើង និយាយបានបង្ហាញនាក់ក្នុងការអធិស្ឋានយើងទេ តើសំខាន់ថាយើងនិយាយដោយចិត្តល្អោះ ? 10) តើខ្លួនគោចក្រោមបង្ហាញដឹង ?

E. 1) កិច្ចនៃចម្ងាយពីគឺឡូកនូន៖ទៅប្រព័ន្ធនៅថ្ងៃណានៅថ្ងៃណា 2) ខ្លួនគោចក្រោមបង្ហាញនៃចំណោះចំណោះនៅថ្ងៃណា 3) យើងបានចាំអស់កន្លែះម៉ោងហើយ 4) ម៉ោងទៅ ម៉ោងស្មើរាណកំណើនបានចំណោះចំណោះនៅថ្ងៃណានៅថ្ងៃណា 5) ចិត្តល្អោះខ្លួនអស់កន្លែះត្រូវបានចំណោះចំណោះនៅថ្ងៃណា 6) យើងបានជួលបានកំណើនបានចំណោះចំណោះនៅថ្ងៃណានៅថ្ងៃណា 7) តាត់បាននាក់ចានកន្លែះជីតុក 8) ពាក់កណ្តាលពួកខ្លួនដឹងទុកជាអ្នកដែលបង្ហាញ 9) តាត់ជីតុកបានបង្ហាញនៅថ្ងៃណានៅថ្ងៃណា 10) ម៉ោងនោះមានតម្លៃសមាសិបប្រាំដុល្លារកន្លែះ។

32. Frequency

- D. 1) ប្រចាំ 2) កល់ 3) កល់ 4) ប្រចាំ 5) កល់ 6) ប្រចាំ

E. 1) ពាមមុត្តា អាជិភូតមានហារតីនៅសង្គាល់បានដើមខែ ។ 2) ពួកយើងស្ថាប់សន្តិសិទ្ធិទៅទៅជោរដ្ឋស្ថាប់ប្រាំមួយខែមួយ ។ 3) យុវរោទេ ខ្ញុំនឹងអាចយល់ដឹងទាំងអស់ពួកគេនឹងយាយ ។ 4) យើងមិនអាចទៅប្រេះវិហារបើសុខទូទាត់បានពីក្នុងបាន ។ 5) ព្រំ
ការហេរូយុវរោទេ ខ្ញុំនឹងអាចយល់ដឹងទាំងអស់ពួកគេនឹងយាយ ។ 6) ពួកខ្ញុំបានដឹងថាកាត់គុណបីដឹងសិងសាល់ចូល ។ 7) ខ្ញុំយល់ការងារខ្លួន និងទៅបានជោរដ្ឋស្ថាប់ប្រាំមួយខែ ។ 8) យើងអាចទទួលបានសាប្តាហានដឹងមួយអាជិភូតមួយ ។ 9) ការអានប្រាស់គីឡូកូលីថ្មីនឹងផ្ទុកលំកំណែងចូល ។ 10) អ្នកអាចអធិក្សានឹងបុគ្គលិកបានក្នុងថានក្នុងថ្មីប្រចាំអ្នកចង់ ។ 11) អ្នកជួយដ្ឋាយសាសនាសិក្សាប្រជាធិបតេយ្យ ។

L. 1) ពេលខែ: ពួកខ្ញុំទៅលេងដឹងគូ: កាត់ ។ 2) ផ្ទុនកាល ខ្ញុំទទួលបានការបំផុតគិតធមូលដ្ឋានសុវត្ថិភាព ។ 3) លេខខ្លះ: ខ្ញុំមិនយល់ដឹងថានិយាយនៅក្នុងមេដ្ឋាំ ។ 4) ពួកខ្ញុំទិញទីកំពង់ដឹងកម្ពុជាអាល លេខការការណ៍ត្រូវត្រូវបាន ។ 5) ផ្ទុនកាល: ពួកខ្ញុំមានអារម្មណ៍ម៉ាតាកាត់ទិន្នន័យ ។ 6) យើងបានឈប់មួយអាលុយលេខកំពង់ក្នុងអ្នកដៃីដឹងមីអធិក្សានសំរាប់បំផុតគិតិត ។ 7. ខ្ញុំដឹងថាដីផ្ទុនកាលខែសត្វបែសយើងមេដ្ឋានដឹងអាចដោះប្រាយបាន ។ 8) អាលុយលេខ អ្នកហ្មាត់បំបង ដៃីដឹងបំផុតខ្ញុំសំខាន់ខ្លួន ។ 9) ផ្ទុនកាល ខ្ញុំដកបាន ។ 10) កាត់ដឹងកាលកុំអានពីគីឡូកូលីបំផុត ។

33. Inclusive & Exclusive Adjectives, Verbs, and Conjunctions

- E. 1) ខ្លួនត្រីមពេលមិនមួយក្នាលគត់នៅតាមខ្លួន ។ 2) ខ្លួនបញ្ជីត្រីមពេលវាត្រូវបានផ្តល់នៅទៅបាន ។ 3) ខ្លួនពេញត្រីមពេលបានពីមុនខ្លួន ។ 4) អ្នករៀនខ្លួនសុទ្ធដែលបង្ហើនស្រី ។ 5) យើងគ្រាន់តែចំណាយពេល១០ថ្ងៃទៅនាទីដើម្បីទៅដោលបានពីមុនខ្លួន ។ 6) កាលពីយប់មិញ្ញា ខ្លួនសរស់រៀនតែបីកម្មបានណាស្តីស្រី ។ 7) ខ្លួនតែចំណាយទិញ្ញាថ្មីដោយឈ្មោះត្រូវបានពីមុនខ្លួន ។ 8) ខ្លួនតែចំណាយទិញ្ញាថ្មីដោលត្រូវបានពីមុនខ្លួន ។ 9) មានត្រីមពេលសាសនាថ្មីត្រូវបានពីមុនខ្លួន ។ 10) ខ្លួនសុទ្ធដែលក្រៀមតែកណ្តាលស្តាយនិងពណ៌ក្រោម ។
- F. 1) ខ្លួនត្រីមពេលមិនមួយក្នាលគត់នៅជាមួយខ្លួន ។ 2) ខ្លួនបញ្ជីត្រីមពេលវាត្រូវបានផ្តល់នៅទៅបាន ។ 3) ខ្លួនពេលបានពីមុនខ្លួន ។ 4) អ្នករៀនខ្លួនតែបង្ហើនស្រី ។ 5) ពួកខ្លួនចំណាយពេល១០ថ្ងៃទៅនាទីដើម្បីទៅដោលបានពីមុនខ្លួន ។ 6) កាលពីយប់មិញ្ញា ខ្លួនសរស់រៀនតែបីកម្មបានណាស្តីស្រី ។ 7) ខ្លួនទៅដោលបានពីមុនខ្លួន ។ 8) ខ្លួនតែធ្វើដោលត្រូវបានពីមុនខ្លួន ។ 9) មានសាសនាថ្មីត្រូវបានពីមុនខ្លួន ។ 10) ខ្លួនតែក្រៀមតែកណ្តាលស្តាយនិងពណ៌ក្រោម ។

Review: Quality

- B. 1) ព្រះយេស៊ី បានដ្ឋីសិសារកទាំងដំប់ពីរាតក ។ 2) ខ្លួនពួកខ្លាំងដំណើរស្តាយអស់ពីរាន ។ 3) អ្នកណាតេឡូរតិមានអ្នកដែលបាប់អារម្មណាចំណាំដោរនេះ ? 4) កាលពីដើមមានប្រះវិហារបរិសុទ្ធដែល១០០ភាគាធិកិច្ច ។ 5) ពេលបានដំឡើងបានពីមុនខ្លួនឡើងពេលដែលខ្លួនចាន់អានចប់ ។ 6) យើងអស់កំណាំតែហុកកិច្ចម្រីនយើង ។ 7) សាសនាថ្មីត្រូវបានដោលបានពីមុនខ្លួនឡើង ។ 8) សមាជិកខ្លះដី៖ខ្លាងប៉ុន្មោមអ្នកជាប្រើប្រាស់មួយចំណាំ ។ 9) ការអធិស្តានកណល់ថ្មីនឹងតាំអ្នកខិតទៅនិត្រៈ ។ 10) បន្ទប់ប្រជុំទាំងមូលពេញទៅដោយមនុស្សដែលមកស្តាប់សារកនិយាយ ។

34. Location and Direction

- D. 1) ទីនេះ ； 2) ទីនោះ ； 3) ទីកន្លែងនេះ ； 5) ទីនោះ ； 6) ទីនេះ ； 7) នៅណោះ ； 8) ទីនេះ 。
- E. 1) តើយើងកំពុងទៅទីណា ? 2) តើឯធម្មតារបស់អ្នករៀននៅកន្លែងណា ? 3) ពួកយើងបានរស់នៅទីណាតីមុនយើងបានមករស់នៅប៉ុណ្ណោះដីនេះ ? 4) ទ្វានក្រុងនេះលើប៉ុណ្ណោះដីនេះ ? 5) ភាគរបោះវិហារនៅឯណា ? 6) តើអ្នកបានរាយដល់ទីណា នៅកន្លែងប្រះត្រីមិនមែន ? 7) តើប្រោះវិហារបរិសុទ្ធដែលដីតាមប៉ុណ្ណោះនៅកន្លែងណា ? 8) អ្នកទីបមកពីណា ? 9) តើ apartment គាត់នៅកន្លែងណា ? 10) តើពួកខ្លួនអាចរួមចិត្តបានណា ?
- F. 1) ពួកខ្លួនពីប្រោះវិហារ ។ 2) តើពួកខ្លួនអាចបង្រៀនមិត្តអ្នកនៅឯណ៍គាត់បានអត់ ? 3) ពីមុនដីវិតនេះ ពួកយើងសែន្រែប៉ានស្អាត់ ។ 4) ទ្វានក្រុងទៅទីក្រុងបានកកពេញប៉ុណ្ណោះ ។ 5) យើងចូលនៅប្រោះវិហារសម្រាប់ការប្រជុំទាំងអស់បែស់យើង ។ 6) អ្នកកំពុងរាយនៅកន្លែងណា ? 7) ប្រោះវិហារបរិសុទ្ធដែលដីត្រូវបានណាស្តីស្រី ។ 8) ពួកយើងនឹងតាំងនៅក្នុងប្រើប្រាស់ប៉ុណ្ណោះ ។ 9) ពេលទៅដោលកន្លែងសុប បត់ស្តាំ ហើយទៅដោលជួរដែលខ្លួនត្រូវបានដោលបាន ។ 10) មានកោសិទ្ធិនៅក្នុងប្រើប្រាស់ប៉ុណ្ណោះ ។

35. Time

F.

a.	February	ខែកុម្ភៈ	k.	July	ខែកក្កដា
b.	Sunday	ថ្ងៃអាទិត្យ	l.	October	ខែតុលា
c.	November	ខែវិច្ឆិកា	m.	Tuesday	ថ្ងៃអង្គារ
d.	Monday	ថ្ងៃច័ន្ទ	n.	Friday	ថ្ងៃសុក្រ
e.	June	ខែមិថុនា	o.	April	ខែមេសា
f.	January	ខែមករា	p.	August	ខែសីហា

g.	December	ខែធ្នូ	q.	Wednesday	ថ្ងៃពុម
h.	Thursday	ថ្ងៃព្រហស្បតី	r.	September	ខែកញ្ញា
i.	Saturday	ថ្ងៃសៅរ៍	s.	May	ខែឧសភា
j.	March	ខែមិនា			

- G. 1) ម៉ោងប្រាំមួនកន្លែង:យប់ 2) ម៉ោងប្រឈមដល់ប្រាំនាទីរសៀវភៅ/ល្ងាច 3) ម៉ោងប្រាំបីនៃសសិបនាទីព្រឹក 4) ម៉ោងពីរកន្លែង:រសៀវភៅ 5) ម៉ោងដល់ពីរថ្ងៃគ្រឿង 6) ម៉ោងដល់ថ្ងៃនាទីព្រឹក 7) ម៉ោងប្រាំមួយកន្លែង:ល្ងាច 8) ម៉ោងដល់មួយយប់ 9) ម៉ោងប្រាំមួយដល់ប្រាំនាទីព្រឹក 10) ម៉ោងដល់ពីរយប់

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THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

